

**DEVELOPMENT OF ADULT EDUCATION
IN HONG KONG
SINCE WORLD WAR II**

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I certify that this thesis was composed
by myself and is the result of my own
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SUMMARY

The thesis is concerned with the development of adult education in Hong Kong since World War II. An attempt is made to trace the growth of the educational system in the colony as a background to the detailed study of adult education provision which culminated in the establishment of the Adult Education Section in the Education Department in 1954.

Adult education in Hong Kong, like contemporary Hong Kong itself, is largely a post-war development; although a number of voluntary organizations such as Y.M.C.A. and Y.W.C.A. had offered isolated programme for adults, ranging from literacy classes to housecrafts, prior to the World War II. There is clearly not a well-defined and generally accepted concept of adult education in Hong Kong. The view is taken that adult education includes both formal and informal education, primarily designed for persons who are normally not attending full time day schools in the traditional and formalized system of education. At the same time, it is noteworthy that adult education activities are also attended by a sizable number of secondary school age students.

In particular the thesis concentrates on the evolution of events leading to the formation of various adult education organizations most of which came into existence after the end of World War II. The major adult education programmes are examined in relation to social changes. There is also an attempt to see whether or not the importance of adult education as an agent of social

or economic change has been sufficiently recognized. The role which the Government plays in facilitating adult education in the colony is also scrutinised.

There has been little published work on adult education in Hong Kong except official annual reports and fragmented and isolated talks given by individuals. It is suggested that despite the rapid expansion of adult education in recent years, unco-ordinated provision, the lack of properly trained staff and the 'half-hearted' attitude displayed by the Government towards adult education are important reasons why many of these programmes or activities have not been fully utilised and explored. The explanation for this phenomenon appears to lie in the fact that most social approaches in Hong Kong (including education) are usually piecemeal with no provision for long term planning, although not infrequently the community is subject to external influence from Britain. If adult education is to achieve proper recognition among other professions in Hong Kong there appears to be an urgent need to build up such a status through research, training and continuous evaluation in the light of societal changes and needs.

The thesis partly relies on the writer's own experience and personal contacts and mainly on closed and working files and miscellaneous reports and papers of various adult education bodies in Hong Kong.

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INTRODUCTION

So far not a single book or pamphlet has been written on the overall development of adult education in Hong Kong.

There appears to have been only one university diploma dissertation bearing the title Adult Education Development in Hong Kong, and that was written in the early sixties and was concerned mainly with Government provision, while practically nothing was written on either university adult education or services provided by the voluntary organizations such as the Y.W.C.A., Kaifong, or Caritas.

This thesis traces the development of adult education in Hong Kong with particular reference to the three main providers of adult education services namely, the two local universities, the Adult Education Section of the Education Department and some prominent voluntary organizations. Equal emphasis is given to questions of 'What is?' and 'What Ought to be?'. At the same time it gives detailed information on the contemporary provision. Such an arrangement is justified on the ground that the writer hopes to generate further studies from others as well as to stimulate leaders and professionals in the adult education field in the furtherance of research and co-ordination.

Many people have some idea of what adult education is and at one stage or another during their

lives they may have had some contact with it. Yet to most it remains a rather vague term. For some, adult education is solely concerned with literacy work. For others, it is the provision of evening classes, mainly for vocational training. Still others may treat it as liberal studies.

In the United States or Canada adult education may comprehensively mean 'the education of adults'. In United Kingdom, the term adult education is generally taken to mean non-vocational courses for people over 18 although the distinction between vocational and non-vocational is being increasingly blurred as the rapidity of technological changes compels more adults to undergo re-training.¹

In Hong Kong, as elsewhere today, there is not yet a commonly accepted concept of adult education among the people working in the field. Based on the writer's own research and experience, a working definition may be formulated as follows: adult education commonly refers to education embracing liberal, vocational and recreational, voluntarily undertaken by persons who are normally not attending full-time day school in the traditional and formalised system of education.

The use of the term adult education has also been limited to students engaged in 'regularised learning

1. Education in Britain, H.M.S.O. 1971. pp.31.

situation; contrast with the irregular or informal situation where learning may take place aimlessly without any specified objectives. Thus, excluded from this study are the general effects of radio, television programmes, libraries and films, except where they have been instruments for obtaining specific goals.¹ The local trade unions, highly fragmented and politically divided, exert little or no influence in the field of worker education as most of them are still fighting for survival.

Financially the different responsible bodies have different arrangements. Apart from the Adult Education Section of the Education Department for which the Government directly foots the bill, the two Extra-Mural Studies departments are also subsidized by the Government to a very limited extent, out of the university's overall annual budget. In reality, these two departments are expected to be self-sufficient by charging unusually high tuition fees. The voluntary bodies, as a rule, have their own financial arrangement although they may receive some form of assistance indirectly from the Government in diverse forms.

On the whole, adult education in Hong Kong has been, and still essentially remains a marginal concern in the overall Government provision for education. To a considerable degree, Hong Kong's "official" efforts to improve local

1. For an elaboration of this distinction see C.Verner and A. Booth Adult Education (New York) 1964. pp.1-17

educational facilities ~~are~~ mainly directed towards increasing the number of school places available.¹ There is not yet an integrated system of education, and adult education is often treated as something 'extra'. The mention of the word adult education invariably projects the image of remedial activities, although in recent years the work of the Extra-Mural Studies department appears to have helped to erase some of these unwholesome attitudes.

It will be seen in subsequent chapters that the development of adult education in Hong Kong is a peculiar one in that despite high potentials and isolated developments from individual organizations, there is little or no co-ordination among them. In addition, although the Government either directly or indirectly subsidizes various adult education agencies in diversified forms, there is very weak control from above. Since Hong Kong is a British colony the community as a whole is subject to British influence, including the sphere in education. In the case of adult education, outside experts (external influence) from Britain are occasionally invited to the colony to assess its current provision with suggestions for future projections. However, such visits by experts from overseas usually generate piecemeal effects. In short, despite rapid increase in enrolment in recent years, there is no well co-ordinated pattern of development in adult education work in

1. Norman K.Henderson, Educational Problems and Research: A Hong Kong Introduction. University of Hong Kong Department of Education Research Unit. Educational Studies and Research Papers No. 1. p.13.

Hong Kong today.

The rate of advance in the field has not matched the changing needs of society. If adult education is to receive the proper attention it deserves, it must not be conceived as a marginal activity but rather as an essential part in the building up of a strong and healthy community in which all individuals are encouraged and assisted to develop their potential.

Acknowledgment

The inspiration for this thesis arose largely from my work in the Department of Extra-Mural Studies of the Chinese University of Hong Kong since January, 1967, as a staff tutor mainly responsible for the organization and administration of courses in the fields of Education and Computer Science.

I am greatly indebted to Dr. John Lowe, Dr. Nigel Grant and Mr. John Taylor all of the University of Edinburgh, for the penetrating comments and helpful guidance and encouragement they gave in the design of this thesis without which this thesis could not have been completed. I would also like to acknowledge my appreciation of the support given by Mr. T.C. Cheng, formerly Director of the Department of Extra-Mural Studies, the Chinese University of Hong Kong, in obtaining financial assistance from the University to defray part of the expense involved. I also received valuable comments from Mr. N.M. Ho, Deputy Director of Education of the Education Department, Hong Kong Government. Thanks are also due to Dr. Jimmy Chan for his valuable comments and suggestions. Mr. Ieuan Hughes, formerly Director of Extra-Mural Studies in the University of Hong Kong, generously granted me two valuable interviews; I am obliged also to the heads and staff of different voluntary organizations for their supply of printed information and informal talks. Many other individuals and organizations gave me assistance and to them,

too numerous to mention individually, I tender my sincere gratitude. Finally I wish to express my heartfelt appreciation to my family, particularly my wife, who had to make great sacrifices during my studies.

Chapter One

Education for Adults

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Within the last ten years there has been a steady flow of articles, pamphlets, books, propaganda statements and committee reports commenting on various aspects and trends in the field of adult education. The amount of published materials about the theory and practice of adult education has steadily begun to accumulate in colossal volume, especially in North America. In addition, leading adult educators travel widely making contacts and extending their influence. Recent years have also witnessed the birth of numerous regional as well as international associations under the banner of adult education. There is indeed a growing acceptance of the concept of 'integrated lifelong learning' as endorsed by UNESCO and some professionals talk as if they have clearly understood each other talking in a common language.

However, this picture is far from true. Confusion still reigns about the meaning of adult education both within each country and in the international exchange of ideas and information as cited by Dr. John Lowe of Edinburgh University.¹ The International Congress of University

1. J.Lowe, (edited) Adult Education & Nation Building.
Edinburgh University Press. 1970.

Adult Education has tried to dissipate the fog of confusion by defining the field of adult education in such a way as to permit valid comparison between countries. The Congress offers the following definition:

Adult education is a process whereby persons who no longer attend school on a regular and full time basis, undertake sequential and organized activities with the conscious intention of bringing about changes in information, knowledge, understanding or skills, appreciation and attitudes; or for the purpose of identifying and solving personal or community problems.¹

In Hong Kong, adult education is the kind of word that can mean different things to different persons. In fact, the mention of 'adult education' usually projects the idea of remedial or basic general education, although the work of the two University departments of extra-mural studies has helped to remove some of the narrow limitations of this concept.²

So far the Government has displayed a lukewarm attitude towards adult education by giving meagre support and scant encouragement, although the Adult Education Section of the Education Department was established in 1954. Strangely enough adult educational work in Hong Kong appears to have expanded to the extent, that now there is provision from grassroot literacy level to post-graduate courses despite limited official encouragement. The Government has repeatedly evaded the responsibility of

1. A.A.Liveright, and N.Haygood, The Exeter Papers. Boston, 1967.

2. These are the University of Hong Kong and the Chinese University of Hong Kong.

making a clear statement concerning the role of adult education in the overall educational system and this is evidenced by the fact that adult education is not even mentioned in the recently published (October 1974) White Paper on Education.

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The following paragraphs examine the conditions in which education, and adult education in particular, is being popularised in Hong Kong today.

According to information published by the Hong Kong Government, the population in the colony reached four and a quarter million in July 1974, 98% being Chinese. More than half of the population is under the age of 29. The school population, excluding the two universities, amounts to about one and a half million. Free primary education was introduced in September 1971. Despite rapid expansion in technical secondary education in recent years, private and subsidised/grant schools still account for more than half of the places available for secondary education. In other words, the Government itself is not prepared to provide an adequate number of places in secondary education.

The community, as a whole, has the pragmatic view that 'making money' is almost the sole interest of its members in all walks of life. Such a utilitarian outlook has permeated the sphere of education, including adult

education. Most participation in adult education is problem-oriented, usually with the aim of acquiring certain skills or a paper qualifications leading to better employment prospects. To be more specific, such attitudes stem largely from the fear or sense of uncertainty among the people in general about the future of Hong Kong. In fact, most of Hong Kong, including the New Territories and the airport, will have to be returned to China by 1998 when the lease expires. (For details, see Appendix I). Thus the main concern of the people, either education endeavour or commercial enterprise, is geared to immediate gratification of their efforts. Under such a psychological effect, there appears little room for large scale planning, let alone long term development.

There is no social security as such being provided for Hong Kong citizens. Pensions are available only to civil servants and employees of a limited number of firms. Traditionally, Chinese live with their parents even after they have married; but in the past decade, there has appeared an increasing tendency for these people to set up their own homes.

As indicated in an article recently published by the Hong Kong Research Project,¹ it is impossible to assess the income of the people in Hong Kong since

1. For details, see Hong Kong: A Case to Answer. Hong Kong Research Project & Spokesman Books, Partisan Press. Nottingham 1974.

salaries are usually only part of the actual income and tax evasion is commonplace. A secondary school graduate is expected to earn about HK 750 (£65) per month compared with the Director of Education at approximately HK 12,500 (£1,100) per month. There is an obvious gap between the salary of the top civil servant and that of the lower rank (social injustice), widening the cleavage between the ruling authorities and the mass of the people. With the exception of two or three departments, the heads of the Government's 45 departments are British. Despite progress made in some areas of social policy, the retiring age for civil servant is still 55 (currently under review) which poses a problem for those who are still strong and healthy but too old to start a new life in another profession. This is a phenomenon which provides an excellent opportunity for adult educators to probe into the possibility of offering some form of assistance to this particular age group.

Before World War II, Hong Kong was primarily an entrepot. Today it has become a highly industrialised city with textiles and electronics providing key employment. Because of the low tax structure with the maximum rate at 15%, Hong Kong has gradually become an international banking centre for South East Asia. Financially it is controlled by the big firms such as Jardines and Hutchisons with their main holdings based in the United Kingdom.

Most writers or China watchers in Hong Kong agree

that the people of Hong Kong are politically inert with no wish to be drawn into political argument, let alone involvement. Apart from the riot in 1967, largely the contemporary result of the cultural revolution in mainland China, and the occasional deportation of so-called 'undesirable' characters by the colonial government, the community, as a whole, has apparently played down political influences.

The fact that Hong Kong is a commercial centre has far reaching implication in the field of education. A sizable number of secondary school graduates join the commercial sector as white collar workers. The growing demand for clerical training, such as typing or shorthand, in the evening department of the Technical College and private night schools is a good indication of the need for such provision.

Education, generally speaking, is seen as a stepping stone to better employment prospects and higher living standards. It may be described as 'a way of getting on'. In most countries, education too is often looked upon as a means of leading individuals towards the good life. However, it should also be the key to creating a better community for the common good. So far it appears that education, including adult education, is treated for personal advancement while little or no attention is placed on the betterment of the community. Indeed there is no evidence that such a notion is appreciated in Hong Kong.

It is true that social reforms in Hong Kong have been progressing at a slow pace and that a vast number of people still live in highly congested resettlement blocks. However, there has been improvement in the general condition under which ordinary citizens live. As a result of increased leisure and shorter working hours, greater freedom of movement is being exercised by individuals.

Why has adult education not become a community priority in the overall government education provision? Several reasons are apparent. There has never been a declared policy on adult education by the authority. Adult education has been looked upon as a dispensable amenity like the art gallery or festivals which may qualify for a support when money is plentiful. In many occupations, men prefer to work overtime rather than accept any reduction of working hours. There is no guarantee that the working classes would make use of their spare time by participating in adult education activities. Evidence points to the fact that it is the middle classes who have taken most advantage of the educational opportunities offered by various adult education agencies. Thus a small section of the community has gained immeasurably from attending adult education classes both as participants and as members of the community, but this forms only a tiny minority. To some people, it is considered a natural instinct for men and women to aspire or reach for higher things.

Nevertheless, this is not true with the less educated who are the vast majority in Hong Kong society.

Apart from the interest and motive of the participants it should be pointed out that the programmes offered by various adult education agencies have really selected their students. As expected, extra-mural courses are attended by the better educated and the more affluent section of the community, while basic and remedial courses run by the Adult Education Section of the Education Department are usually oversubscribed by the white collar workers who are eager to make up their educational deficiency by studying in the evenings. Because of great demand and in view of the passive attitude displayed by the participants, it is not uncommon for policy makers in adult education agencies to fail to identify and satisfy the needs and human wants of the community at large.

In some countries, it is not unusual to find education as a means of 'getting ahead', of joining the elite in the community. Although it is extremely difficult to differentiate persons with such a motive from those with a utilitarian outlook, nevertheless it is a generally accepted fact that people in Hong Kong are essentially 'money-minded'. Past experience indicates that even awards such as O.B.E., J.P. or Honorary Doctorate Degrees can be 'bought' through generous donations to non-profit making organizations or universities. Thus the first priority appears to

centre on the accumulation of wealth and sure enough other honours and glory will come in the course of time.

It will be seen in subsequent chapters that despite rapid expansion in adult education work in Hong Kong, adult education has rarely ventured beyond the utilitarian concept flourishing in the realm of vocational training or remedial and basic education. Past experience also indicates that not infrequently people join extra-mural classes simply because they are run by the university which in turn symbolises a prestigious standing.

It is axiomatic that no one can possibly master all the knowledge and skill one needs in a life time in the traditional form of education and it is imperative that one should undertake periodic re-education in order to keep up with the world, as it were. Nevertheless, the need for further or continuous education does not appear to be conceived by the people in general. The Government is partly to blame, in that often within a government department promotion is largely determined by the element of seniority with little reference to actual performance or qualifications. It is also a widely accepted practice that the soon to-be-retired person is usually awarded with a promotion so as to increase his pension and other fringe benefits. It is only recently that the Government has seen fit to send officers abroad for training in order that this absurd situation may be somewhat changed. There is still some

evidence that the Government believes that its officers are omnicompetent and can take up any post at will with little or no training at all.

Confusion is also caused by the programmes offered by the three main adult education providing agencies namely the Adult Education Section of the Education Department, the two departments of Extra-Mural Studies and the voluntary organizations. Both the university extra-mural departments and the voluntary bodies offer liberal courses. At the same time, the Adult Education Section and at least one extra-mural department also offer an increasing number of courses in secretarial sciences. It is indeed difficult to judge which course is vocational and which is non-vocational, depending on the motive of the participants as well as the content and teaching method of the tutor concerned.

As lamented by J.Lowe,¹ the very word 'education' strikes an unresponsive chord in many adults, for whom it is either what goes on within the formal structure of schools or it is nothing. In his enquiries the late J.Trenaman discovered that some people who had not been to grammar schools were resentful of the educational system.² When "education" is qualified by "adult", it is usually considered as dreary. What then can be the substitute?

1. J.Lowe, Adult Education in England and Wales. Michael Joseph. London. 1970.

2. Cf. Communication and Comprehension. (1962). pp.191

'Continuing education' is commonly used in North America while 'Permanent Education' is used in France. UNESCO has adopted the term 'Lifelong Integrated Learning'.

At best, adult education in Hong Kong has reached the threshold of the idea of lifelong learning. Such an attitude is necessarily limited by the traditional pragmatic and terminal concept of education in which paper qualifications are proclaimed supreme for the advancement of one's material gains. To be sure social status also merits considerable attention, but financial power always comes first in the ever-struggling society.

There is an obvious need to popularise the concept of life-long integrated learning in that on the one hand it signifies the idea of continuous learning and on the other it also implies the need to treat education as part of the total system. The concept, when properly applied, can satisfy a man's need by increasing his earning power through the process of paper qualifications or enriching his life experience by offering greater variety of choices as well as enhancing the power of appreciation and understanding.

The argument thus far clearly indicates that adult education has been, and still largely remains a marginal activity of the educational system in Hong Kong, because of the Government's lukewarm attitude and the historical development and identification with vocational and remedial aspects. If adult education is to cease to

be a neglected marginal community concern, it is imperative that the Government and the main providing agencies begin to perceive it in wider scope and diversity; to recognise its potential and to support it vigorously through generous financial support and encouragement.

In succeeding chapters the complexities as well as machinery of adult education will be described and discussed by reference to the principal agencies in Hong Kong. It seems appropriate to begin with a historical survey of the development of education with particular reference to the piecemeal efforts made by the Government which inevitably affected the growth and development of education in general, including adult education.

Chapter Two

Education in the Early Years of the Colony

The inclusion in this thesis of the historical development of education in Hong Kong is justifiable in that it depicts the trends as well as periodic upsurge, as a result of external influence, in the overall growth in education in relation to what has been designed and offered to adults. It will be seen that prior to World War II the Government practically limited itself from engaging in adult education apart from isolated instances and limited vocational training. Education, in the main, has been treated with a 'half-heart' attitude usually ending with the termination of study after successfully obtaining a certificate or diploma. Time and again the study of English has been widely accepted and emphasised because of its 'saleable' value in finding jobs.

The religious bodies at times rivalled the Government in opening new schools for the obvious reason - religion through education. Judging from past performance, it is the former which has won over the confidence and respect of the general public. Despite colossal sums being spent in education, particularly in recent years, the Government has failed badly because of lack of fore-sight and ill-qualified administrators resulting from inconsistency in policy-making and personality conflicts. Private schools today still

account for more than 50% of the total school population; their standard varies markedly from one school to another.

Education in the Colony (1841-1859)

Not from the first day of its cession could Hong Kong complain that its religious and educational wants were unheeded. During the first governorship of Sir H. Pottinger (1841-44) the Church of England, the Roman Catholics and the Nonconformists were already at work.¹

The Morrison Education Society, founded by Rev. Dr. Robert Morrison and supported various mission schools in Macao and Canton, opened a school on Morrison Hill on the 11th of January 1843. The school was under the supervision of Dr. J. Legge who was famous throughout China for his authoritative translations of Chinese Classics and later distinguished himself as a Professor of Chinese at Oxford. Upon his arrival in the Colony in December 1843, Rev. V.J. Stanton, the Colonial Chaplain, immediately set about the creation of a training school for native ministers. Within a few years, St. Paul's College (through funds from the Church of England) opened its door as a training college for "bringing up young Chinese in the principles of Christianity". In the autumn of 1844 a Seminary for the training of Chinese ministers, known as the Anglo-Chinese (Ying Wah) College began to operate. By the end of 1844 the Roman Catholics and Non-conformists had established schools for similar purposes.

1. Imperial Education Conference, Papers III: Hong Kong, H.M.S.O., 1915, pp.1

In January 1847 the Rev. G. Smith (later Bishop of Victoria) appealed to Earl Grey to improve religious and social situations in Hong Kong. Among other things, the Rev. Smith pointed out "the desirableness of Christian schools established and supported by Government for the intellectual, moral and religious education of Chinese youths."¹ He went on to suggest that "the Government must look on the natives educated by their funds, as the nucleus of a body of native interpreter, writers and subordinate officers." He further claimed that the extension of the colonial empire of Britain involved responsibilities of the highest order, namely, of diffusing through the world, the blessing of liberty, of civilization and Christianity. Unfortunately his appeal was in vain as Earl Grey was overly concerned with the expenditure involved.

In retrospect, during Hong Kong's first ten years as a British colony education was largely the result of voluntary and philanthropic efforts. None of the schools in existence during this period (not to mention the private 'tutorial' form of instruction conducted by individuals) received financial assistance from Government. By 1850, the population of the Colony was officially numbered at 33,143. There were 12 schools with 227 scholars on the roll (210 male and 17 female).²

1. Parliamentary Papers, Session 1852, Vol. XXXII, pp.183.

2. Parliamentary Papers, Session 1850, Vol. LVII, pp.669.

Education Committee

The earliest interest in education shown by the Hong Kong Government was the appointment of an Education Committee in 1850. The Rev. G. Smith who was made Bishop of Victoria in that year was also made Chairman of the committee. The committee reported in 1854 that Government was then giving a grant of five dollars per month to each of the ten small schools. It also claimed that in these schools all the teachers were 'professed Christians' and that every child had a Chinese translation of Bishop Bone's catechism. It is interesting to note how frankly in the early days the Government accepted the part of proselytiser.

During this time, other schools established by the Protestant and Catholic missions continued to progress in an uncertain manner. A number of reasons could be accounted for the decline of missionary schools in the Colony. To begin with, the Chinese were never seriously religious in the Western sense. It is indeed doubtful whether they genuinely understood the teachings of the zealous missionaries. The social climate at that time was such that the Chinese were mainly interested in 'making' money in Hong Kong. As soon as they had mastered a smattering of English they would turn to the more lucrative jobs in the business firms rather than to render their services within the church.

While the voluntary schools were in a decline, the Government schools (giving secular education only) began

surprisingly to flourish. By 1858 Government interest in education was further revealed in a Gazette notice informing parents and guardians that schools had been established in the Colony where elementary instruction in Chinese, English Language, Classics, Geography and other subjects would be taught by trained or competent teachers. No fee was charged but 'tongfai' (subscription at a penny a month) would be expected from each pupil.

The Report of the Education Committee for 1859 mentions that there were nineteen schools in the city of Victoria.¹ The total enrolment of the nineteen schools mentioned above was 873 boys and 64 girls. It is significant to note that schools in the early years were without exception operating on a small scale.

In 1858 the teaching of English started in all Government-supported schools. Despite what had been achieved, the quality of education was far from desired. In fact the Administrative Report for 1858 stated in effect that unless education received fresh stimulus it was likely to die out altogether.²

The first period of the history of education in Hong Kong comes to an end in 1859 after which a change set in. Despite the growing number of pupils enrolled in various schools in the Colony, the bulk of them came from poor families. For the population as a whole, "they were still

1. Triennial Survey, 1967-70, Education Department, Hong Kong, pp.2.
2. Hong Kong Annual Report of the Director of Education for the year 1948-9, pp.6.

in the habit of sending their sons to be educated outside - in Canton or in their respective villages - and they cared little for local education."¹

Education in the Colony (1860-1877)

With the support of the new Governor, Sir Hercules Robinson, Dr. Legge led the campaign for more 'purely government-supported' schools and eventually succeeded in merging a number of small government-supported schools into a Central School which later became Queen's College (in 1862) ... it is still today one of the most important schools in Hong Kong.

Board of Education

Dr. Legge was also responsible for the abolition of the Education Committee and in its place a Board of Education was established in 1860 with Dr. Legge as the presiding spirit. As a result of the change, education was no longer under the direction of the Bishop of Victoria; it became a civil department under the Inspector of Schools directly responsible to the Governor. In this respect, Hong Kong was well abreast of the times. The Education Department in England was established by Order-in-Council in 1856 under a Vice-President directly responsible to Parliament, and was concerned with the "extension of sound and cheap Elementary Instruction to all classes of the people", leading eventually in the Education Act of 1870.

1. E. J. Eitel, Europe in China, Hong Kong, 1895, pp.281.

Protestant and Catholic Schools

The next few years witnessed a remarkable revival of zeal among the Christian missionaries in the field of education. On the Protestant side, a Diocesan Native Female Training School was erected with funds collected by Mrs. Smith, wife of the first Bishop of Hong Kong.¹ This and a few other girl schools eventually formed the backbone of English secondary education for girls in the Colony.

Upon his arrival in the colony in 1858, Fr. (later Bishop) T. Raimondi set out at once to work in field of education. Prior to his arrival, there were a few isolated fee-paying Catholic schools; but soon afterwards the number doubled. An Industrial Reformatory for vagabond children and juvenile offenders was started by Bishop Raimondi in September 1864 and removed in the following year to more commodious premises erected on ground granted by the government at West Point.² With the exception of the Reformatory so far no financial aid had been given by Government to any missionary schools which charged no fees. Hong Kong was then in the position whereby a large part of its educational responsibilities was borne by religious and charitable organizations.

Education Department

In 1865 another important development in education took place. The Board of Education was abolished and the

1. W.T. Featherstone, The Diocesan Boys' School & Orphanage, Hong Kong 1930.
2. E.J. Eitel, Europe in China, Hong Kong, 1895, pp.391-3.

Education Department was established in its place. This completed Dr. Legge's revolution. At the suggestion of Dr. Legge, Dr. F. Stewart (from Scotland) was appointed as head of the Department.

In Dr. Stewart's report, dated 12 March 1866, he announced that the original constitution of the school had been altered by making the study of the English language obligatory. This announcement is of great significance because from that time on the government has in fact tended to devote more attention, money and energy to English secondary education rather than primary vernacular education.

In the same year (1866) the Governor suggested the gradual enrichment of the curriculum at Central School by the introduction of elementary courses in general sciences such as chemistry and electricity. Such a move indeed signified the Government's intention to provide a liberal education for the local people. However, it may be pointed out that the Chinese at this time had still no desire for western learning. T. C. Cheng in his thesis, The Education of Overseas Chinese, succinctly pointed out that in China it was only after repeated defeats sustained at the hands of the foreign powers that a desire for western learning, mainly science and technology appeared.¹

By 1867 a number of Chinese boys educated in the Central School had joined the Chinese civil services and some people had already begun to question the desirability

1. T.C. Cheng, The Education of Overseas Chinese, (M.A. Thesis), University of London, 1949, pp.111.

of spending public money to educate Chinese youths who might not serve Hong Kong at all. In reply, Dr. Stewart claimed that the Government had a higher object in view than simply getting a monetary equivalent for the instruction. Such an attitude has since been imprinted in the educational policy of the colony which holds little or no discrimination against students coming from all parts of China or other parts of the world.

By way of comparison, in England at this time grants were paid to schools on average attendance and on results of examination conducted in the three 'R's'. In Hong Kong a similar principle of payment by results was also pursued.

Government Grants to Missionary Schools

In 1872 the missionary schools were offered government grants. Government thereby not only officially recognized the value and contributions made by these schools, but also encouraged a more rapid expansion in education than would have been possible had available funds been restricted to government schools only.

Judging from what has been described in the development of education in the colony it is interesting to note that between 1841-1860 the government rivalled the missionaries in a race to Christianise the community by means of education whereas from 1860 to 1877 it confined itself to secular instruction.

Education in the Colony (1878-1900)

Sir John Hennessy was the Governor of Hong Kong from

1877 to 1882. He was a man of vision and foresight. Under his influence an amended Grant Code was issued in 1878 which stated that Code subjects should be taught for four hours daily and the schools were left free to allocate the times devoted to religious instructions. This revised code, as might have been expected, gave added impetus to the missionary efforts--as the following figures clearly show:-¹

TOTALS OF SCHOLARS ENROLLED

<u>Year</u>	<u>Government Schools</u>	<u>Grant-in-Aid Schools</u>
1871	1293	730
1881	1986	2287
1891	2540	5132

Since then Government, Protestant and Roman Catholic schools have worked harmoniously side by side and this relationship has been one of the most important features in the development of education in the Colony.

First Government Scholarships for Studies Overseas

In 1884 two Government Scholarships of \$200 for four years each were made available, enabling scholars to proceed to England and study law, medicine, or civil engineering.² This apparently is the earliest record of any student from Hong Kong going abroad for advanced studies financed by the Government.

Hong Kong College of Medicine

In 1878 Dr. William Young arrived in Hong Kong from

1. Parliamentary Papers, Session 1905, Vol. XXVI, pp.463.
2. Parliamentary Papers, Session 1905, Vol. XXVI, pp.464.

Canada to take over the medical practice of his brother Richard who had been a doctor in the Colony for many years. In 1881, in association with the London Missionary Society, Dr. Young opened the Taipingshan Dispensary for the treatment of the poorer Chinese. In so doing he planted the seed which eventually produced the Hong Kong College of Medicine, and this in turn led to the establishment of the University of Hong Kong.

On October 1, 1887 the Hong Kong College of Medicine for Chinese was inaugurated in the City Hall.¹ This College was the forerunner of the University of Hong Kong, founded in 1911-12.

In 1893 a school for girls, erected and equipped by Mr. E.R. Belilios, was presented by him to Government and formally opened. To this day Belilios remains the only Government-supported girls' school with facilities and curriculum and staff catering for girls who either study in the Chinese or English stream, eventually leading to university entrance examination at advanced level. It is fair to point out, however, that the expansion of education for girls has been chiefly due to the steady efforts of Grant schools.

For political and commercial reasons, again during this period (1878-1900) the study of English was greatly emphasised. Rapid increase in student enrolment for an

1. B.Harrison, Hong Kong University: The First 50 Years, Hong Kong University Press, 1962. pp.6.

English education was registered. The following table from the Education Report for the year 1898 clearly shows the trend:

<u>Government and Grant Schools</u>		
<u>Year</u>	<u>No. of pupils learning English</u>	<u>% of this to total student population</u>
1878	479	19%
1888	1469	26%
1898	2933	40%

Inadvertently the Government appeared to have been placing greater emphasis in the teaching of English at the risk of neglecting the field of vernacular education even though the Education Commission of 1882 was definitely for the building up of a sound elementary education. As events unfolded in subsequent years, the emphasis on studying English penetrated to all levels of education, including adult education. Indeed the popularity and wide acceptance of English courses run by the two Departments of Extra-Mural Studies and the Adult Education Section in later years (still true today) gave ample evidence of the pragmatic attitude displayed by the general public--as English has a 'marketable' value in finding jobs, in Hong Kong's peculiar condition in which Eastern and Western cultures mingle freely in an international city.

It is perhaps significant to note that by the end of the 19th Century no adult education, as we understand it in modern terms, existed in the Colony as Hong Kong was still struggling to work out its basic educational system.

Education in the Colony (1901-1913)

By way of comparison, in India at this time only one-fifth of the boys and one fifteenth of the girls of a school going age are under instruction, or about one child in ten. In Hong Kong, 9500 children out of a total (population) of 33,868 were under instruction in 1900, or one in three or four. If quantity alone could make it so, education in this Colony was in a highly satisfactory condition.¹

In 1901 an Education Committee of Enquiry consisting of Mr. A.W. Brewin, Register-General, Dr. Ho Kai and Mr. A.E. Irving (Inspector of Schools) was appointed by the Government to examine the condition of education in the Colony. Among other things, there was a recommendation that oral methods should be used in the teaching of English in order to obtain a more fluent and idiomatic standard. The Committee suggested that the teaching of History and Geography should be placed on a modern basis and that greater attention be paid by the Chinese to the study of their own language. Finally the system of giving grants-in-aid purely on the results of examination was revised and placed on an 'average attendance' basis.

Government's attitudes towards Education.

Despite the various reforms recommended by the Education Committee to improve the quality of education in the Colony, it is interesting to note that the same

1. Parliamentary Papers, Session 1905, Vol. XXVI, pp.466.

Committee also made it clear that "The Hong Kong Government has never pretended to supply education to all children within its jurisdiction, never having asked the rate-payers for the very large sum which would be needed were it so largely to increase its responsibilities."¹

In its Report, the Committee went on to emphasize that it was unnecessary and undesirable that such an extended provision should be made. At this time, a very large number of the Chinese resident in Hong Kong actually preferred to send their children to be educated in China and they neither pretended nor intended to be citizens. Furthermore the Committee held that what education was given should be thorough, and better results would be obtained by assisting to enlighten the ignorance of the upper classes of Chinese than by attempting to force new ideas on the mass of the people. Thus the policy of educating the elite was pursued. At the same time another principle had been adopted in that the cost of a good education should be borne by the recipients as far as they could possibly afford it and this policy was rigidly observed by the Government until the introduction of free primary school education in September 1971.

Mr. Edward A. Irving, Inspector of Schools, summed up the whole situation in his report: "The conclusion is,

1. Parliamentary Papers, Session 1905, Vol. XXVI. pp.511.

that except as regards an infinitesimal agricultural population and an inconsiderable number of naturalised British subjects, the Colony is under no moral obligation to supply education free or nearly free."

Hong Kong Technical Institute

During the governorship of Sir Matthew Nathan, interest in elementary technical education began to gather momentum. Evening Continuation Classes opened in early October 1906 and continued until the end of May 1907, when they closed for the summer holiday.¹ In May 1907 a committee was appointed to examine the subjects of instructions at the evening classes. A report was published in September with the result that the classes were reorganized and under the title of Hong Kong Technical Institute--reopened in September 1907. (Detail of this event will be discussed in Chapter 4 as it was the first time, since the founding of the Colony, a conscientious effort was made by the Government to provide some form of adult education to the people at large).

Opium divans were legally forbidden in Hong Kong in 1908.² As a result Government income was greatly reduced. A Retrenchment Commission was appointed in 1909 to see what measures of economy could be enforced in the field of education. As a surprise to the Government, the members were more concerned with the improvement of education

1. Parliamentary Papers, Session 1908, Vol. LXVIII, pp.949.
2. W. A. Wood, A Brief History of Hong Kong, Hong Kong, 1940, pp.251.

rather than cutting down of Government expenditure. Among other things, the Commission recommended:

- (1) That all Chinese masters in Government and Grant schools should attend the three-year Teachers Training Course at the Technical Institute.
- (2) That the maximum number of pupils in a class taught by only one teacher should not exceed 40.
- (3) That in order to raise the standard of English teaching, certificated English mistresses might be substituted for Chinese masters in the lower classes.
- (4) That in anticipating the founding of the University of Hong Kong, the Oxford Senior Local Examination was taken to be the initial standard of the matriculation examination of the University.

In view of the above recommendations which were subsequently adopted, the time was ripe for the development of higher education in the Colony.

University of Hong Kong

"I am extremely anxious to succeed." so wrote Sir Frederick Lugard, Governor of Hong Kong, of his plans for a university in 1908.¹ During this time it was generally accepted that the time was ripe for the establishment of a university in view of the rapid advance of English education during the preceding years. Public interest was not limited to the local people. Chinese in Mainland China and Chinese in the Straits and elsewhere abroad also contributed enormous funds. A local businessman Sir Hormusjee Mody generously donated a building. Thus the University of Hong Kong is an institution that arose from the joint enterprise of British and Chinese subscribers.

1. B. Harrison, Hong Kong University: The First 50 years, Hong Kong University Press, 1962, pp. (Preface).

The original purpose of the university, as stated by the Director of Education in 1913 and by the Vice-Chancellor in 1922, was to train doctors and engineers to serve in China, while arts graduates were to join the highest grades of the Chinese Civil Service. Such a statement is often interpreted by historians today as a concrete example of Hong Kong's interest and concern in the problems in the Mainland China although it would be difficult to tell whether or not it was so conceived by the people concerned at that particular period.

With the establishment of the University in 1911 the system of formal schooling in Hong Kong was complete. However, this does not necessarily mean that the Colony was then ready for greater things such as literacy work or even some forms of general education for the public at large. In fact it was not until some years after the Second World War that the Government, and the University as well, began to take an active interest in what we term today the field of adult education.

Education Ordinance

In the Education Report for 1912 it was made clear that both for political and educational reasons, the schools in the Colony must be supervised by the Government. In 1913 an education ordinance was passed providing for the registration and supervision of certain schools. Under this Ordinance, which with amendments is in force today, children in private schools throughout the Colony came under Government supervision. Although state registration

of all schools had then been discussed in England, the Hong Kong Ordinance was the first occasion on which it received the sanction of legislation in any part of the Empire.

Until 1913 hardly anything was done for the rural population except the establishment by Missionaries of a few vernacular grant schools. An indigenous population and one with deep respect for education, the rural people in the New Territories had urgent claims. That so little had hitherto been done was due to two causes--lack of funds and the preponderant need during the past years of establishing a sound secondary system of education in Hong Kong. The overall scene might be summed up as "A number of private schools were to be encouraged by small subsidies, but the main educational problem being attached to the urban Chinese."¹

Education in the Colony (1914-1940)

The present Board of Education, which is an advisory body, came into existence in 1920 and was established for the purpose of assisting the Director of Education in matters pertaining to the development and improvement of education in the Colony. Three years later, the Board's powers were extended to enable its members to visit any Grant school (without notice) when accompanied by the Director.

However, it is only fair to point out that the Board contributed little to the education system in the early

1. T. C. Cheng, The Education of Overseas Chinese, M.A. Thesis, University of London. 1949.

days and still less nowadays. The members are appointed by the Governor annually, with the Director of Education and other Department heads (who may have little or no knowledge about education) as ex-officio members. To complete the list, a small number (4-6) of laymen are also selected, including the President of the Hong Kong Teachers' Association, which is the only officially recognised organisation among several such public bodies. In reality, the Board rarely meets and it exerts negligible influence on the education scene. It is generally recognized by the local education circle that the Board serves merely as a symbolic gesture on the part of the Government in carrying out its pre-determined educational policy.

Teacher Training (Rural area)

During this time, the majority of teachers teaching in the vernacular schools came from Canton, China. The Director of Education, in his report for the year 1924, expressed his concern for the training of vernacular teachers locally. It might be pointed out that during this period there was a wide spread of anti-foreign feeling throughout China, particularly under the Russian-Communist influence; and it was felt that teachers trained in the Mainland might bring with them adverse effects on the students. In order to overcome this difficulty, the Government Taipo Vernacular Normal School was established in 1925 in the New Territories with the aim of supplying teachers for the rural areas.

Trade School

One direct result of the economic depression in the 1930's was the gradual awareness that one had to look further than what hitherto had been termed 'the desk and white collar' market for employment. In October 1930, a Committee was appointed by the Governor to look into the possibility of establishing a trade school for the purpose of increasing facilities for practical technical education. Among other recommendations, the committee, which reported in June, 1931, suggested as an experimental measure the establishment of a Junior Technical School, which was opened in February 1933, providing facilities for pre-apprenticeship training of prospective artisan.¹ It would be wrong to assume that this provision signified the beginning of part-time adult training as the average age in the newly established school was about 12.1/2.

First Professional Director

All along, with the exception of Dr. Eitel, the head of the Education Department had always been an administrative officer. But in 1938 a professional Director, Mr. C.G. Sollis, was appointed. Little wonder the development of education in the Colony had

1. T.C.Cheng, The Education of Overseas Chinese M.A.Thesis, University of London, 1949, pp.301.

been hindered by the influence of the officers many of whom knew and cared little about the need and demand of educational facilities by the local people.¹

Teacher Training (Urban area)

In the same year (1938), a Committee was set up to look into the quality of training of teachers under the chairmanship of Mr. J. Lindsell. The Committee recommended that 'for the training of Anglo-Chinese (Secondary level) teachers at the University of Hong Kong, the students should take the ordinary Arts Degree (four years programme) to be followed by one year of post-graduate course for an Education Diploma in teaching'. At the same time the Committee pointed out the need to establish a centre for the training of teachers at the lower level (mainly for primary and lower secondary classes), aiming to speed up the supply of teachers both to the Anglo-Chinese and Vernacular schools.

As a result the first teacher training college was opened in temporary premises in 1939. Subsequently in 1940 the College's first permanent building was opened by the Governor, Sir Geoffrey Northcote and later named Northcote Training College.

1. It may be pointed out that in September 1974 another administrator was appointed as Director of Education and this appears to indicate that the Government has little faith in the senior staff of the Education Department and is of the opinion that the post of Director can be taken up by persons outside the field of education.

Education 1841-1941 (Summary)

In retrospect, as Hong Kong approached her first Centenary in 1941, several characteristics emerged in her formal system of education. Education in the Colony was primarily designed for the urban population. Little was done to promote education in the rural areas. This was partly due to the fact that as a whole the villagers showed little desire to have their sons educated like their counterparts in the city and partly due to the lack of funds to provide educational facilities outside the city.

Education in Hong Kong had been voluntary and fee-paying. It was chiefly designed for those who could pay for it. For practical reasons, the key emphasis was on the development of English education, aiming to produce civil servants and an elite group in the community.

Up till 1938, with the exception of Dr. Eitel, the head of the Education Department had been an administrator rather than a professional and this might account at least partly for the fact that a very small percentage of the yearly revenue was spent in education. Although the Burney Report in 1935 did recommend several changes to improve educational provisions in the Colony, unfortunately it was cut short by the Japanese invasion in 1941.

One serious defect of the education system was the

lack of trained teachers. Hitherto teachers for the vernacular schools came mostly from Mainland China. The University of Hong Kong could only produce a handful of graduates who eventually joined the teaching profession. Among the British Head teachers, language served as a barrier when conducting lessons. After conducting his own investigation in the Colony in 1935, Mr. E. Burney remarked, "It is believed that no British Head Teacher in Government school would claim to know more than a slight knowledge of Chinese. This would mean that progress of the students could only be assessed by the Chinese staff which were subjected to great temptation, if not pressure, to report that progress was satisfactory".

As to the question of education for adults, it was essentially confined to a limited number of technical and commercial subjects offered by the Evening Institute under the supervision of the education Department. Although the first Adult Continuation Class began in 1906, the courses offered to the public remained practically unchanged in the last 30 years with main emphasis on job-training. During 1938 there were seven centres in the Colony offering the following subjects: English, Field Surveying, Building, Engineering, Ship-Building, Pedagogy (English & Vernacular), Book Keeping and Physical Education with 1243 students on the rolls. (Compared with subjects offered in 1907: Building Construction, Field Surveying, Machine Drawing, Steam,

Mechanics, Mathematics, English, French, Short-Hand, Book-Keeping, Chemistry and Physics with an enrolment of 355 students). As seen from above, all these courses were vocationally-orientated. They were completely different from that of the liberal and non-vocational nature as commonly referred to as components of adult education in Britain.

Despite its strategic position for trade and communications, prior to the 1950's (perhaps it is still true today) Hong Kong was often described as a 'cultural desert'. There was neither art gallery nor museum. Public library facility was limited to a few rooms of books attached to the old City Hall. The Annual Report of Hong Kong in 1938 wrote: "There was a public library housed in a portion of the former City Hall and was mainly used by Chinese--the European community obtaining reading materials from libraries run in connection with the clubs of which they were members." It is true that the University of Hong Kong did have a sizable library but admission was limited to students and staff (with the exception of the section under the name Fung Ping Shan Chinese Library with 4895 sets of books and 43,681 volumes and was open to the public without restriction). The Y.M.C.A., Y.W.C.A. and the local British Council also maintained library facilities, but again, as a rule, it was a one or two rooms affairs frequented mainly by the students.

There were also occasional lectures or talks sponsored by such organizations as the Y.M.C.A. and the British Council. But such events were few and far between to generate much

public interest. In addition, the lectures were mainly conducted in English and this meant that such a provision could be enjoyed by no more than a severely limited number of people.

For the people as a whole, education was seen from an utilitarian point of view because of its 'saleable' value. There was, in reality, a pragmatic outlook towards education in the Colony, be it at the primary, secondary or even the university level. Success at each level meant enhanced 'money-making' opportunities. The modern concept of life-long or continuing education never entered their minds.

Origins of Adult Education in Hong Kong

There is no consensus of opinion as the exact date of the earliest provision for adult educational activities by the Government; it would seem from the writer's own research on Parliamentary Papers and Colonial Reports that the following passage is probably the starting point of adult education services in the Colony. At the same time, it is well to remember that with the traditional respect for education it was likely that private tuition of some form for children as well as adults did exist in the years preceding 1906.

Evening Continuation Classes opened in October 1906 and were continued until the end of May, 1907 when they closed for the summer.....¹

Although the Chinese Y.M.C.A. was reported as beginning its work in 1901 by Thomas C. Y. Lee in his recent article

1. Parliamentary Papers, Session 29 January 1908--21 December 1908. Vol. LXVIII. pp.949.

entitled--Development of Social Welfare in Hong Kong,¹ no organized adult education classes or activities were recorded during the early years.

In May 1907 a committee was appointed to inquire into the subject of instruction at the evening classes. A report was published in September with the result that classes were reorganized and, under the new title of the Hong Kong Technical Institute, reopened in October, 1907.

As stated, the object of the Institute was to afford facilities for a commercial and scientific training to students generally and to enable those who had left school to continue their studies. Thus it should be obvious that the proposed courses were primarily designed for adults.

In retrospect, it is true that this humble start was heavily oriented towards vocational training (as compared with the British idea of non-vocational or liberal studies) for students in general. Nevertheless it was significant in that provision was then made available to those who wished to continue their studies after they had left school and this in itself signifies the beginning of some form of adult education--even though the idea of continuous learning or education might have never entered the minds of the Government or the participants at the time.

By way of comparison, it is interesting to note that by 1903/1904 there were in London about 400 evening

1. Thomas C. Y. Lee, "Development of Social Welfare in Hong Kong" in United Bulletin, United College, The Chinese University of Hong Kong. 1971. pp.6.

continuation class centres and the main features of many of these was to provide classes in book-keeping, shorthand, commercial French and German etc., but many offered a wide range of other subjects as well.¹ Although there is no evidence to support the idea that Hong Kong at the time was simply following the pattern set by its counterparts in England, it is the writer's opinion that it was no mere coincidence that courses offered by the Technical Institute were similar to those of London at this particular time for most of the lecturers were of European or British origins.

The following tables show the subjects taught at the Technical Institute in 1907.

Engineering Section	Building Construction
	Field Surveying
	Machine Drawing
	Steam
	Mechanics - Elementary
	Advanced
	Mathematics - Elementary
	Advanced
Commerce Section	English - Junior
	Senior
	French - Junior
	Senior
	German - Junior
	Senior
	Shorthand - Elementary
	Advanced
	Book-keeping
Science Section	Chemistry - Theoretical
	Practical
	Physics - Elementary
	Advanced

Total enrolment: 355.

1. Sidney Webb, 'London Education'. 1904.

A noteworthy feature of this offering is that it was essentially a fee-paying programme which is characteristic of the Colony's adult education services.

As expected, the classes were attended almost exclusively by the Chinese, but a number of European also registered. The lecturers, for the most part, were officers belonging to the Public Works, Education and Medical departments, who received fees for their lectures.

In subsequent years, subjects offered were gradually expanded. In 1919 classes in Sanitation (Public Hygiene) were also added, the examinations being conducted under the auspices of the Royal Sanitary Institute, London.¹ Classes for Men and Women Teachers, both "English" and "Vernacular" became a regular feature of the Institute.

Until the founding of the University of Hong Kong in 1912 the only revenue to higher education in the Colony was through the Technical Institute. The following extract taken from the 1909 Colonial Report clearly illustrate this point:

Higher education is represented by the Technical Institute, where instruction is given in the evening in mathematics, machine,This is also a teacher's class, at which the junior Chinese masters of Government schools are expected to attend.²

1. Parliamentary Papers, Colonies and British Possessions, Session 1921, Vol. XXIV. pp.226.
2. Parliamentary Paper, Session 1909, Vol. LVII. pp.513.

In fact, judging from the above passage, the Technical Institute also served as a in-service teaching centre for the local teachers in general until the founding of the Government Taipo Vernacular Normal School in 1925 and eventually the creation of the Northcote Training College in 1939.

An extract from the 1914 Colonial Reports supports the above assumption:

While the Technical Institute has suffered in several directions from the activity of the University, it continues to perform many useful functions of its own. The normal classes for men and women, the shorthand, mathematics and English classes were all well attended as also "first aid" class. ¹

After several years of preparatory work, the Y.W.C.A. of Hong Kong was officially inaugurated in 1920. Classes for amahs and working girls were started and shortly afterwards, a programme for factory girls was being offered. This developed quickly into a number of night schools with a wide educational curriculum corresponding to primary school education.

According to information gathered from the Y.W.C.A. headquarters in Geneva, the newly established school attracted a sizable number of girls who wished to take advantage of the early programme which included singing, discussion and lectures. Swimming classes for home

1. Parliamentary Papers, Session 1914. Vol. LVIII. pp.41.

women was another of the early activities. Sewing classes were organized in the hostel for industrial workers, and some classes in cooking, recreational and service work were also added.¹ This apparently is the beginning of informal or less structured adult education activities in Hong Kong, judging from the information gathered.

Much later, around 1946, programmes for English-speaking members were started, including classes in Chinese language, cookery, general international education and a secretarial training for business girls.

Despite the fact that all along the Government's attitude towards the Technical Institute was that it afforded an opportunity for higher education for students who had left school, it was essentially 'vocational' in nature and attended by persons desirous of receiving instruction for the most part germane to their daytime occupations.

In 1935, the name Technical Institute was replaced by the new title - Evening Institute - which still exists today as an important component of the Education Department's Adult Education Section which in turn was founded in 1954.

As the population of the colony grew, there came

1. Information received from Y.W.C.A. Headquarters in Geneva.

not only an increasing awareness of the value of education but also a growing demand for technical education as the local industry gradually became mechanized. A Junior Technical School was opened in 1933. Three years later (1936) the Trade School (later Technical College) was opened in Wood Road with modest equipment and a small staff. Unfortunately the progress of the newly established college was untimely interrupted by the approach of the Pacific War and the Evening Department did not operate until sometime after the end of World War II. Nevertheless, the emergence of such a provision did pave the way eventually to the offering of evening programmes for students and adults who wish to engage in part-time studies in Technical subjects.

Although the Japanese did not occupy Hong Kong until December 1941, no more annual reports of the Education Department were published after 1938 until November 1945 by which time the first education report after the occupation was issued. Up to 1940 adult education in the Colony was carried out mainly through the Evening Institute, classes (literacy) organized by the Education Department and by a number of private night schools teaching a variety of subjects, including foreign language, economics, journalism and typing. Since the Education Department did not impose any regulations on the curriculum or the teaching staff, the standard of these private night schools varied

considerably with enrolment ranging from as little as 10-12 pupils to almost 100 strong. The teachers in these schools were largely of a mixed group with clerks and day-time teachers being the dominant components.

As far as the development of adult education in the Colony till the Japanese occupation in 1941 is concerned, several features stand out. It was almost without exception that the programme or subjects offered were of vocational nature, be it government-sponsored or private-organization maintained. Another noteworthy point is that it was and has always been a fee-paying programme. One must take note that education in the Colony was neither free nor compulsory and it was not until September 1971, some 26 years after the World War II, that the Government announced free primary education (this is free in all government schools) in the Colony.

The Chinese people have always held a rather pragmatic view of education. The idea of non-vocational or liberal education had little if any, effects on them. It is true to say that such an attitude still dominates the minds of the Hong Kong residents today and this invariably affects the development of adult education services in the Colony.

Adult Education in Hong Kong

(Up to 1938)

ORGANIZATION	SUBJECTS OFFERED	TYPE
Technical Institute (Evening Institute)	Engineering, Language Science, Commerce	Vocational
Y.W.C.A. Y.M.C.A.	Pri.Sch.Ed.Subjects dancing, swimming, cooking, sewing	Academic Recreational
Private Night School	Foreign language, typing, economic, journalism	Vocational

CHAPTER THREE

Education since 1945

Education in the Post-War Years.

In order that the following chapters may be more easily understood a brief account of the educational system in the Colony is necessary.

Education in Hong Kong is voluntary and is in the hands of Government, missionary bodies and private individuals. It should be pointed out that private schools, with some exceptions, are run on a business basis; that is, schools are run on profit-making motives and usually management and organization are likewise structured. All schools, unless specifically exempted, (such as military schools) are required to register with the Director of Education and comply with the regulations made under the Education Ordinance of 1913 (subsequently amended). The Director of Education, in theory, is assisted by a Board of Education which contains both official (appointed) and non-official (appointed) members. As seen above, the general public has little say in matters relating to policy-making and finance as far as education is concerned. In recent years membership on the Board has been extended to include some educationists; but the Board as a whole exerts little effect on the development of education in the Colony. In fact, it is generally regarded as 'window dressing' by local

educationalists.

The schools in the Colony may be classified as follows:¹

1. Government Schools which are staffed and maintained by the Education Department.
2. Grants Schools which are schools run mainly by missionary bodies with the assistance of a grant from Government under the provisions of the Grant Code.
3. Subsidised Schools which are those schools in receipt of a subsidy from Government under the Subsidy Code.
4. The Military Schools and certain others which are exempted from the provision of the Education Ordinance 1913.
5. All other private schools.

Schools may use either English or Chinese as the medium of instruction and in some cases there are parallel classes in each language. By Chinese is meant that the overwhelming majority of the schools use Cantonese as the tool for communication between teachers and students.

Since the early days the Government has made it clear that it does not want to bear the responsibility

1. Annual Report of the Education Department for the year 1-5-46 to 31-3-47. pp.8.

for providing adequate places for children of school age. Thus, as seen from the table below, the private sector has been catering for the larger portion of the school population even immediately after the World War II.

Digest of Schools and Pupils (1946-1947)¹

<u>SCHOOLS</u>	<u>BOYS</u>		<u>GIRLS</u>		<u>Totals</u>	
	<u>PRIMARY</u>	<u>POST-PRI.</u>	<u>PRIMARY</u>	<u>POST-PRI.</u>		
<u>A. European</u>						
Government	147	106	114	102	469	
Garrison	7	--	5	--	12	
Private	6	--	8	--	14	<u>595</u>
<u>B. Government</u>						
Training College	--	21	--	80	101	
Urban	2217	717	1101	380	4415	
Rural	280	--	215	--	495	<u>5011</u>
<u>C. Grant-aided Schools</u>	<u>3437</u>	<u>2280</u>	<u>4368</u>	<u>2074</u>	<u>12159</u>	<u>12159</u>
<u>D. Subsidised Schools</u>	<u>11810</u>	<u>191</u>	<u>8005</u>	<u>111</u>	<u>20117</u>	<u>20117</u>
<u>E. Private Schools</u>	<u>27163</u>	<u>6654</u>	<u>22115</u>	<u>3426</u>	<u>59358</u>	<u>59358</u>
<u>F. Evening Institute</u>	<u>--</u>	<u>320</u>		<u>260</u>	<u>580</u>	<u>580</u>
						<u>97820</u>

Judging from the enrolment figures, the private schools accounted for nearly 60% of the student population. The ratio between boys and girls was roughly 6:5(55,356) : (42,364). The accent was on primary education with total enrolment of 80,783 in primary schools as against 16,937 in the post-primary schools. The term post-primary here implies that most of these schools offered education up to the third year or Form III level in a modern secondary school.

1. Annual Report of the Education Department for the year 1st May 1946 to 31st March 1947. pp.57.

Adult Education

The term 'adult education' was first used in the Department's 1948-1949 annual report in which it reads:

Adult education is carried out mainly through the Evening Institute Classes organized by the Education Department and by private Night Schools.¹

The Evening Institute offered a variety of courses chiefly on technical and commercial subjects. The private night schools which catered for adults taught a number of subjects, including foreign languages, economics, law and journalism and varied considerably in standard. Indeed the general standard of the private night schools, both in staff qualifications and equipment, was in such an unsatisfactory state that the Education Department subsequently reported:

Of the thirteen private day and evening technical schools in the Colony, the Far East Flying Training School is the only one which can be recognized as satisfactory.²

In reality, the cost of adequate equipment made it impossible for other private night schools to reach a reasonable standard of technical education; in some the standard of education was very low. The fact that shortage of staff had prevented the inspection of technical schools by the Education Department clearly indicated the acute shortage of trained or experienced staff in the post-war years. It would be erroneous to assume that other private colleges or schools were in a better shape, for a sizable number of these private schools even operated without going through

1. Hong Kong Annual Report of the Director of Education. 1948-49. pp.27.
2. Hong Kong Annual Report--Education Department. 1950-51. pp.68.

the registration process with the Education Department and this occasionally resulted in prosecution leading to closure of schools in rented premises.

At the same time, it seems proper to point out that the Government then spent little on vocational training for adults. Of a total expenditure of \$21,618,949 for the 1950-51 year only \$309,636 was spent on technical education as against \$7,383,715 in primary education and \$4,128,301 in secondary schools.

As noted earlier, on account of lack of proper school facilities, the Government, particularly during the post-war years, permitted private individuals to open schools in residential flats and this invariably caused inconvenience and hardship to the students and staff who had to go through the learning processes usually in a congested room with temporary partitions. It was indeed common to find schools with only two or three rooms in the early fifties although such private schools has been phasing out in the past decade owing to stiff competition from the ones with better equipment and larger premises.

Thus under such conditions evening classes of various kinds were being conducted mainly in rented flats by private school owners. Strangely enough the number of private adult vocational schools had been increasing; from a total of 49 in 1959 to 207 by September 1972 and the number of students registered between 1959 and 1972 also grew from a little over 5,000 to about 28,500.¹

1. Information received from the Hong Kong Education Department. Dec. 1973.

Such a phenomenon clearly indicates the demand for such schools for the general public's needs. To be fair the Government in recent years has expanded its provisions through the evening department of the technical colleges; but the demand apparently far exceeded the programme offered by the Government and this probably accounts for the rapid growth of private evening schools and colleges to cater for adult needs.

Today, adult education in Hong Kong is essentially provided by three main groups namely: (I) Government: mainly through the Evening Institute, Evening School of Higher Chinese Studies, Technical Institute Evening Department and the Adult Education & Recreation Centres. (II) The Departments of Extra-Mural Studies of the two Universities run a large number of short courses, in addition to limited offer in Examinable or Certificate courses, covering a wide variety of subjects. (III) The Private Organisations: this group includes private schools & colleges and Voluntary Associations. In addition, the recently established Hong Kong Polytechnic which is an autonomous institute financed by grants through the University and Polytechnic Grants Committee, also has plans to develop its evening programmes with an ambitious target to have approximately 20,000 evening students by 1978.¹

The following summary is intended to show the role played by adult education in relation to the overall education system in Hong Kong today. As will be seen in

1. Report of the Board of Education on the Proposed Expansion of Secondary School Education in Hong Kong. August 1973. pp.41.



subsequent chapters, the development of adult education has been primarily and consistently concerned with the acquisition of a certain skill or knowledge with little emphasis on such problems as change of attitude or behaviour.

Despite occasional outcries for the need of adult education provision based on the idea of lifelong learning to meet the need of the rapidly changing society, by and large the greater bulk of the programmes from various sources are of remedial and vocational nature. Although the work of the two departments of extra-mural studies does venture beyond the limited scope of activities run chiefly by the Government through the Education Department and by the voluntary associations.

SUMMARY OF EDUCATION SYSTEM IN HONG KONG

Introduction

According to the Education Ordinance, the Director of Education (appointed) is responsible for all matters relating to education in Hong Kong (except the Universities and the Hong Kong Polytechnic). He controls the government schools, while all other schools with few exceptions are required to be registered under the ordinance. This provides the Director with the necessary powers to ensure that acceptable standard are maintained.

Three main types of schools exist in Hong Kong: those run by the government, those operated by voluntary bodies and assisted financially by the government and those run and financed by private bodies or individuals. Schools which receive government assistance are again sub-divided into 3 groups: grant-in-aid, subsidized and assisted private schools.¹

Pre-School or Pre-Primary Education 3-5 years

All kindergartens are privately operated. Non-profit-making kindergartens, run by voluntary institutions, are assisted by the government with accommodation in public housing estates. Limited in-service training courses for

1. Report of the Board of Education. August 1973. Hong Kong. pp.38.

teachers are provided by the Inspectorate of the Education Department and this also explains why courses on kindergarten teaching offered by the Department of Extra-Mural Studies of the Chinese University have been over-subscribed by the teachers since its first inception in 1965.

Primary Education

The 6-year primary school course is normally begun at the age of six. The aim, as claimed, is to provide a good general education. On completion of the course, suitable pupils are selected on the results of the Secondary School Entrance Examination for places in government, aided and assisted private secondary schools. The majority of the primary schools use Cantonese as a medium of instruction. Compulsory and free primary education came into existence in September 1971; however, this has not been strictly observed. One noteworthy point is that although the Government is able to provide a government or aided primary school place for any child of suitable age seeking it, there are literally thousands of vacancies in government primary schools while parents are fighting, as it were, to get their children into the schools operated by the missionary bodies. Suffice to say it is a generally accepted fact that government primary schools (bi-sessional) are badly run even though all the teachers are the products of the colleges of education under the supervision of the Education Department.

Special Education

Provisions are made for children in need of special educational treatment; blind, deaf, physically handicapped, maladjusted and deprived as well as slow learners. Voluntary organizations involved in this work receive financial assistance from the Government.

Secondary Education

There are five main types of secondary schools: Anglo-Chinese grammar schools, Chinese middle schools, secondary technical schools, secondary modern schools and pre-vocational schools. As claimed, the purpose and content of secondary education in Hong Kong are derived from the idea of a liberal education as it has been understood and developed in Britain. The provision of technical and pre-vocational education is aimed to reflect specific need of the community.

Technical Education

Technical education is provided in secondary technical schools, pre-vocational schools, vocational schools as well as the Morrison Hill Technical Institute and the Hong Kong Polytechnic.

The Technical Institute provides a wide range of facilities for the training of craftsmen and lower-level technicians through full-time and part-time courses. It also offers courses in business studies and for the training of technical teachers and workshop instructors (usually at the lower level). The polytechnic offers a variety of full-time, part-time and evening courses up to higher diploma level, mainly on the training of technicians and technologists.

Teacher Training

There are three colleges of education wholly maintained by the government for the training of non-graduate teachers who are qualified to teach in primary schools and lower forms of secondary schools. In reality, these colleges are fashioned after the British system in United Kingdom with minor modifications.

A one-year full-time post-graduate course in education, leading to a Diploma in Education, is offered by the two universities. Provisions are also made for graduates to take the course on two-year part-time basis.

Adult Education

Adult education is provided by the Evening Institute, Evening School of Higher Chinese Studies, the adult education and recreation centres (all under the Education Department); the Technical Institute evening department; and voluntary organizations.

At the Higher level, the Departments of Extra-Mural Studies of the two universities run a large number of courses covering a wide range of subjects.

CHAPTER FOURGOVERNMENT PROVISIONSBrief HistoryAdult Continuation Classes

The earliest sign of the Government's interest in some form of adult education goes back to as early as 1906 when several adult continuation classes were organized in the evening (for detail of the programme offered--see Chapter II). It was essentially remedial and vocational in nature. Of the 13 courses offered, 6 were in Engineering section, 5 in Commerce section and 2 in Science section. The total student enrolment was 355.

HONG KONG Technical Institute

In May 1907 a committee was set up to examine the subjects being offered in the evening. A report was published in September with the result that classes were reorganized and under the title of The Hong Kong Technical Institute, reopened in October 1907.

It is interesting to note that until the founding of the University of Hong Kong in 1911 higher education in the Colony, as far as the Government was concerned, was represented by the Technical Institute where instruction was given in the evening in mathematics, building construction, languages, book-keeping, chemistry and physics. Such an attitude was repeatedly proclaimed by the Government in its Annual Colonial Reports up to the outbreak of the Pacific War in 1940.

Despite the fact that the term "adult continuation

classes" was used in 1906, officially neither the Colonial Government nor the Education Department professed itself to be engaging in the field of adult education, and this was indicated by the fact that none of the official reports had any activities mentioned and deemed appropriately grouped under the heading adult education prior to the end of WWII (1945).

Between 1907 and 1939 the content of courses offered by the Technical Institute remained relatively stable, focusing on three main areas: technical subjects, commercial subjects and languages. Such provision was chiefly designed for people who wished either to acquire certain professional skill or to up-grade themselves in their respective posts through evening studies. Thus in modern terms, such activities can best be described as remedial or vocational training rather than anything else.

Evening Institute

In 1935 the name Technical Institute was replaced by the new title EVENING INSTITUTE which still exists today as an important component of the Education Department's Adult Education Section--founded in 1954.

Despite the change of name, the new Evening Institute offered courses mainly in vocational subjects and this was further substantiated by the 1937 Annual Colonial Report which reads:

Of the three Government schools classed as 'vocational' one is the Junior Technical School which was opened in February 1933. The other is the Evening Institute which is attended by persons desirous of receiving

instruction for the most part germane to their daytime occupations. The Trade School was opened in February 1937.¹

It should be pointed out that during the post-war years (1945-46) Hong Kong had been leading a relatively stable life. In late 50's there were only a few hundred students in the University and, generally speaking, secondary education was considered to be adequate in securing most white collar jobs. With the exception of the few who were able and wished to further their education beyond the secondary level, the majority of the students and their parents seemed to be content to see their education terminating with a diploma from a secondary school.

To most people the ultimate goal in education was to secure a diploma or a certificate as a means to earn a living. In other words, education denoted a terminal concept and what one learned at school was deemed sufficient to meet most, if not all, situations and circumstances in one's life time.

Prior to the founding of the Adult Education Section in 1954, Government's interest in adult activities seemed to be limited in what the Evening Institute could offer. The following extract taken from the Hong Kong Government Annual Reports appears to confirm the role played by adult education in relation to the overall educational system in the Colony:

Hong Kong Administrative Reports 1940:

Evening Institute continued as before with a maximum enrolment of 844 (698 males). Classes

1. Administrative Colonial Reports: Hong Kong 1937. pp.28-29.

were held in English, Book-keeping, Shorthand, Pharmacy, Pedagogy instructions, Field surveying, Building, Engineering, Ship-building, Electro-technics as well as classes for teachers in Handwork & Art, Kindergarten work, Biology and Domestic Science.

The above passage appears to show that the courses offered by the Evening Institute were attended by small groups spreading over a variety of subjects.

The 1946-47 post-war report of the Education Department reveals several distinct features about the overall educational system in the Colony. To begin with, there was not yet an established form of secondary education. As far as the Government was concerned there were only two educational levels namely, primary and post-primary. The overwhelming majority of the schools in the Colony provided only primary education. In reality, the Government mainly confined itself to repair damages done during the period of enemy occupation and it was not until early 50's as a result of the sudden influx of refugees from the mainland after the outbreak of the Chinese Civil War that it began to see the need of any long term planning in the sphere of education.

Formal and Informal Adult Education

For the first time since limited provision of adult evening courses was offered to the public by various voluntary organizations, including the Government, the Education Department in its 1950-51 Annual Report made an attempt to distinguish between formal and informal adult education services in the Colony. Section XII (Adult Education) of the above report reads:

Formal adult education is carried out mainly through the Evening Institute classes organized by the Education Department and by private night schools. Informal adult education of a more general kind is provided by the British Council, by Radio H.K., by Y.M.C.A. and by Y.W.C.A. and by various other bodies including parent-teacher associations.¹

Such a claim, however, can only be treated as an arbitrary division as the Y.M.C.A. and the Y.W.C.A. in subsequent years organized adult courses of more academic nature, similar to that of the Evening Institute.

By the end of 1950 there was not yet an integrated scheme in the Colony covering adult education of all forms although there was some amount of adult education taking place. All these activities were mainly carried out through the Evening Institute classes organized by the Education Department; and by voluntary bodies. The first sign of practical interest in developing the field of adult education by the Education Department was recorded in the Department's 1949-50 annual report which reads:

In order that plans in accordance with modern practice in Adult Education may be made for the expansion of this work in the Colony, a senior officer of the Education Department has been studying the subject in Canada²

Further investigation revealed that the above trip was made possible by the grant of a Fellowship by the United Nations Educational, Scientific and Cultural Organization. No reason, at least officially, was given why Canada was chosen in preference to, for example, the United Kingdom or

1. Hong Kong Annual Reports, Education Department 1950-51. pp.28-29.
2. Hong Kong Annual Report by the Director of Education for the year ended 31st March 1950. pp.21.

the United States.

Evening School of Higher Chinese Studies

The Evening School of Higher Chinese Studies was inaugurated on March 2, 1951 by the Education Department. This organization aims at supplying facilities for post-secondary Chinese studies in General Arts, Commerce and Journalism, each course lasting three years and leading to a diploma to be issued by the Education Department. (The courses in Commerce and Journalism were deleted in 1956 and 1959 respectively).

No official reason was given for such an undertaking. However, further investigation reveals that certain factors accounted for the birth of the Evening School of Higher Chinese Studies. To begin with, as a result of the Chinese Civil War between the Communist and the Komington (Nationalist), a steady influx of refugees, including a sizeable number of Mainland-trained teachers and students, had been pouring into the Colony. Most of these intellectuals found it difficult either to continue their studies or to find teaching posts in Hong Kong as they could not meet the prescribed standard set by the local authorities. The newly established Evening School of Higher Chinese Studies to some extent, served as an avenue for the study of Chinese at a higher level apart from the University. Secondly the University of Hong Kong did have a faculty of Chinese at the time, but again those who had been brought up in the Chinese secondary schools were invariably being discriminated against their obvious weakness in English. Thus

the School also served to ease the demand for university places. Finally, the Government, having changed the primary school structure into bi-sessions, still could not meet the demand for places even with the help of the private schools spreading all over the Colony. There was an increasing demand for places in the English secondary schools while fewer pupils were being registered in the Chinese secondary schools. Wartime experiences further stressed the importance of mastering the English language to enhance employment prospects. The founding of the School would offer a fresh outlet for those graduated from the Chinese secondary schools.

During an informal talk with Mr. N.M.Ho, Deputy Director of the Education Department, and onetime principal of the School, it was revealed that the School of Higher Chinese Studies was, to some extent, aimed at providing 'continuation of education as well as a stepping stone for promotion' for the one year graduate at the local teacher training colleges. (now Colleges of Education).

In 1953 the Keswick Committee on Higher Education recommended that the School be incorporated in the Department of Extra-mural Studies at the University of Hong Kong, but no action has yet been taken and the administration of the School remains unchanged. Today officially the School is positioned under the Adult Education Section of the Education Department. In reality, it runs its own administration and the Director

of Education is directly responsible for the appointment of the School's supervisor who, in fact, is the head of the School.

As a result of lack of demand for places, the Journalism and Commerce courses were dropped in 1956 and 1959 respectively. The cancellation of the above courses sadly reflects the deplorable state in which newspapers are publishing in the Colony. It is a recognized fact that most, if not all, local newspapers are in need of trained personnel particularly in the field of design and write-ups; yet none of the local newspaper organizations sponsored or supported any of their staff in the Journalism course during its existence from 1951 to 1956. One may forcefully argue that it is possible that the course in Journalism did not meet the needs of the newspaper business. Such an explanation is an unlikely one as further investigation reveals that the local printing industry prefers on-the-job training over any formal or even in-service training. It is hoped that the recently established Polytechnic will make an effort to exert some influence among the printing industry by offering sandwich, refresher or even basic courses and occasional seminars.

Speaking at the 12th Graduation Ceremony of the Evening School of Higher Chinese Studies on November 20, 1964, at the Great Hall of the University of Hong

Kong, Dr. C.T. Yung, President of Chung Chi College and then Pro-Vice-Chancellor of the Chinese University of Hong Kong, remarked:

The Evening School of Higher Chinese Studies is an educational institution with a special mission and a heavy responsibility. On one hand it attempts to raise the academic standards of teachers of secondary and primary schools, while at the same time, it is catering for the needs of adult education in our community.¹

Further investigation reveals that the School, since its first inception in 1951, has been almost exclusively attended by teachers who endeavour to complete the course with a view for the award of the diploma - as an added qualification for future promotion. The question as to whether the School is actually catering for the needs of adult education in the community as claimed by Dr. Yung is open to doubt and, at best, remains an ideal.

ADULT EDUCATION SECTION (1954)

A pilot project for Adult Education was initiated by the Education Department in November 1954. It was a humble beginning; but as time went by, it has developed into an adult education programme to stay which saw in subsequent years not only the expansion of the number of classes but also in the variety of its provision.²

1. Adult Education Bulletin: A Special Issue. May 26, 1965
Adult Education Section, Education Department, Hong Kong.
2. S.K.Cheung., "Provision of Adult Education by the Education Department" in Adult Education Bulletin: A Special Issue. 26th May, 1965, pp.26.

In connection with the above statement on the occasion of the 10th Anniversary of the Adult Education Section, it was pointed out by Mr. S.K. Cheung, the first head of the Section, that in early 1954 the Government felt that there was an increasing demand among the working classes for evening courses; such as general background courses for those who had little or no formal primary education and also courses of practical nature. Mr. Cheung further claimed in an article, Provision of Adult Education by the Education Department, that in response to the demand for evening courses, arrangements were made by the Education Department to offer general education courses up to primary 6 level. The purposes of these courses was on one hand to satisfy the demand for general education; and on the other open a door to those who wished to enter the technical classes provided by the Evening Department of the Technical College, for which the entry standard is a Primary 6 certificate.

Although the Adult Education Section did not produce statistical evidence to support Mr. Cheung's claim, substantial increase in enrolment in the following years seemed to indicate at least the popularity if not wide acceptance of courses offered to the general public. In fact, the 1954 Colonial Office Report on Hong Kong was able to report only some six thousand students attending classes provided directly by the Government and of these nearly four thousand were studying technical and vocational subjects whereas for

the year 1969 the Adult Education Section reported a high enrolment figure of 22,820, excluding 54,970 memberships in its 12 Adult Education & Recreation Centres.

Mr. S.K. Cheung resigned in 1966. However, over a succession of new directors, the work of the Adult Education Section has deviated little from the pattern set up by Mr. Cheung when he was in office.

Adult Education Bulletin

For pooling experience, exchanging ideas and infusing knowledge of adult education, the Adult Education Section has published a quarterly Adult Education Bulletin for the Centres since 1956.¹ Articles in the Bulletins usually are written by members, supervisors, teachers and occasionally by specialists in the field of adult education. Apart from recording activities and special events organized by different Centres, the bulletin also aims to serve as a channel of communication for the promotion of the Centres. With the assistance from the staff of the Section, notably Mr. Y.H.Ng, the writer was able to read through a number of the past bulletins. Despite the obvious defects in write-up and printing quality, the writer is

1. C.A.Chan, A Comparative Study of Adult Education Centres in Hong Kong and Manchester, (A dissertation for the Diploma in Adult Education, University of Manchester, 1968). pp.61.

struck by the comprehensiveness which the bulletin attempts to focus on. It is also an impressive feat that the bulletin usually comes out regularly and far surpasses the irregular manner in which another Newsletter, also claimed to be quarterly but in reality bi-annually and always behind schedule is published by the Department of Extra-Mural Studies, the Chinese University of Hong Kong.

PROGRAMME

Since the first inception of the Adult Education Section in 1954, from a humble beginning with a handful of courses, the section gradually developed into an adult education programme with a variety of courses, mainly at the primary and secondary levels. The following table may serve to provide some basis for a comparison in terms of the overall figure-increases over the period from 1954 to 1971.

Type of Provision	November 1954		November 1964		November 1971	
	Classes	Enrolment	Classes	Enrolment	Classes	Enrolment
English Courses	29	954	225	5,556	182	5,248
Teacher's Courses	4	74	32	597	56	1,142
Adult Education Courses (General)	5	159	51	1,483	50	1,774
Adult Education Courses (Practical)	3	91	172	3,352	229	5,643
Rural Literacy Courses	7	254	40	1,340	9	316
Evening School of Higher Chinese Studies	14	361	10	277	14	463
Post-Primary Extension Course						
Secondary School Courses			61	1,960	114	3,905
Departmental Courses	8	228	60	1,908	72	2,951
Middle School Course for Adults			5	94		
Total:	70	2,121	656	16,567	35	1,155
			Centres	Membership	Centres	Membership
Adult Education & Recreation Centres						
			12	40,559	14	11,281
Total No. of persons served:	57,126					(Re-registered since 1968)

NOTE: The above figures obtained from occasional papers printed by
the Adult Education Section.

Programmes offered by the Adult Education Section of the Education Department are summarised as follows:

A. EVENING INSTITUTE

There are six main types of courses organized by the Evening Institute:

1. English Courses

- a. Elementary - a five-year course equivalent to Primary 5 up to Form III.
- b. Intermediate - a two-year course equivalent to Form IV and V leading to the Hong Kong Certificate of Education Examination (English) English language only.
- c. Senior - a one-year course equivalent to Lower Form VI.

2. Teacher's Courses

From time to time courses are being offered in Art, Music, Handwork, Woodwork, Gymnastics, Modern Mathematics, Folk Dance, Teaching of English in Primary Schools, etc.

3. Adult Education Courses

- a. General Background Education
 - Lower level - equivalent to Primary 2 & 3
 - Middle level - equivalent to Primary 4 & 5
 - Upper level - equivalent to Primary 6
- b. Practical Background Education
 - Sewing & Knitting, Housecraft and Woodwork
- c. Rural Literacy - courses equivalent to that of Primary 1 & 2 levels.

4. The Chinese Middle School Courses for Adults

A five-year course leading to the Hong Kong Certificate of Education (Chinese)

5. Secondary School Courses

A six-year course leading to the Hong Kong Certificate of Education (English).

6. The Post-Primary Extension Course

A 3-year course having a practical bias - open to those who have completed Primary School education but have not found any places in day-time schools.

B. EVENING SCHOOL OF HIGHER CHINESE STUDIES

This is a post-secondary evening school in Higher Chinese Studies for adults who have completed the Chinese Middle School course or its equivalent and who wish to extend the depth of their studies.

The School now offers a 3-year General Arts Course at post-school-certificate level leading to a Diploma issued by the Education Department. The School is directly administered by the Senior Education Officer for Adult Education from his office in Kowloon. It meets at two centres; King's College on Hong Kong Island and Grantham College of Education in Kowloon; each center has its own supervisor. In practice, the course is mainly attended by primary school masters or mistresses who are hoping to be re-graded as certificated masters or mistresses although occasionally a few non-teachers also take the course.

ENROLMENT FROM 1951 - 1972No. of Enrolment

6447

No of Successful Candidates

1790

ENROLMENT FOR 1973 ACADEMIC YEAR

	<u>Male</u>	<u>Female</u>	<u>Total</u>
1st year	28	66	94
2nd year	58	93	151
3rd year	66	75	141
	<u>152</u>	<u>234</u>	<u>386</u>

Judging from the figures in the above table approximately 36% of the participants have succeeded in reaching the required standard leading to the award of a diploma at the end of the 3-year course. Regrettably the School has not conducted any survey inquiring into the reasons or causes for the high dropout rate. From informal talks with the School authorities various possible reasons are given for the low passing percentage: lack of persistent effort and inadequate spare time are among the chief obstacles. As the overwhelming majority of the participants are teachers, it is not too difficult to see why this might have been the case.

As a result of recent investigation, it is the opinion of the writer that the School of Higher Chinese

Studies has outlived its usefulness.¹ Apparently the School today serves one purpose only and that is to facilitate promotion for some of the primary school teachers in the Colony. The composition of the teaching staff also calls for serious consideration as the majority are drawn from the Education Department (including secondary school teachers) - many of whom have neither the time nor the interest to develop their speciality while taking up part-time appointment to boost their earnings. Furthermore, there has been little or no research carried out by the School although it claims to be developing Chinese Studies at a higher level, apart from the Chinese Faculties in the two local universities. In short, the time is ripe for the Education Department to reassess the justification for the existence of the School of Higher Chinese in view of other educational demands in the field of adult education in Hong Kong's changing society.

1. It should be noted the idea of meeting promotion requirement by attending the School of Higher Chinese Studies has been phasing out in recent years as the College of Education have already stopped from offering one-year course for secondary school graduates.

C. ADULT EDUCATION & RECREATION CENTRES

When Professor W.E. Styler, Director of Adult Education of the University of Hull visited Hong Kong in 1962 among other things he remarked,

The most significant date in the history of the Adult Education Section is 1955, when the first of its Adult Education and Recreation Centres was established.....¹

The same sentiment was expressed by S.K. Cheung, the first Director of Adult Education Section, when he reflected on the development of his section on the occasion of its 10th Anniversary in 1964.

An important and unique contribution to adult education is the Adult Education and Recreation Centre....the first centre was opened in Oct. 1955 with 85 members.....²

Birth of Adult Education & Recreation Centres

In the early fifties, it gradually became clear that there was a new field of adult education open for experimentation and development, apart from the remedial work being carried out by the Education Department. It was also apparent that many students

1. W.E.Styler, "Adult Education in Hong Kong" in Adult Education Bulletin, 26th May 1965, pp.16.
2. S.K. Cheung, "Provision of Adult Education by the Education Department" in Adult Education Bulletin: A Special Issue. May 1965. pp.79.

had to work long hours during the day with little opportunities for recreation or for making new friends. Life to them was in general dull and monotonous. Surely something more than instructional classwork was needed in order to make life more interesting and meaningful to the students. As a result, it was suggested that Government school premises might be used for organizing adult education and recreation centres in the evening.

Despite the term 'adult education and recreation' it was clear from the beginning that the emphasis of the programme offered by the centres was on the recreational side while trying to project them in an educational setting - which means in an organized yet non-vocational fashion.

In fact the Centres are created to provide places and opportunities for the lower income people in the congested areas to participate in mainly recreational and partly educational activities, aiming to assist them to make better use of their leisure.

C.A.Chan, in his dissertation entitled A Comparative Study of Adult Education Centres in Hong Kong and Manchester, claims that the ultimate aims of adult education in both places are the same. As was stated in the 1919 Report - "Adult Education should be interpreted in such a way as to include the encouragement of music, of literature and drama and in so far as

possible, of craftsmanship. It should aim at the development of mind and character rather than at professional equipment which should use as its medium not literary studies but creative work". The Report also stresses that "The object of adult education is not merely to raise the intellectual powers of individual students but to lay the foundations of more intelligent citizenship and of better social order". More specifically the objectives of the Centres in Hong Kong are:

To promote the sensible use of leisure,
 To encourage the development of responsible citizenship and in general to promote a brighter outlook on life;
 Also through the process of group work to bring people together to discuss common problems, to plan programmes, to meet their own needs and to develop harmonious social relationships and a positive attitude to the community to which they belong.

The question as to whether or not the Centres have achieved their aims is a matter of conjecture as the Adult Education Section has neither conducted nor published any follow-up studies relating to the above claims. However, judging from the Section's annual reports and the writer's own observations, it appears correct to state that the Centres have at least succeeded in assisting their members or participants to make life more interesting by joining various leisure activities ranging from folk dance to Chinese Shadow Boxing.

Because of limitations in space usage, the Centres are only open to members for two hours each evening on 4-week day evenings in urban areas and 3 week day evenings in the rural areas of the New Territories. From an unpublished report resulting from a recent visit (1972) of two adult education specialists from London, U.K., it seems that they were impressed by the work and activities of these Centres when they commented:

The impression from our brief visit was that there was a wholly worthwhile and entirely praiseworthy provision which for many reasons both social and educational, should be actively developed in range and content and made more widely available to the population at large.¹

At present there are 14 centres spread out through the Colony. As a rule, these centres are situated in Government primary schools premises. Apart from general recreational activities, there are short courses being offered on such subjects as music, drama, physical education, art, English conversation, Mandarin, photography, Chinese boxing etc. Men and women of 18 or over are eligible for membership. No fees are payable but priority is given to those already attending Adult Education Courses.

1. Information obtained from Hong Kong Education Department.

The programme of the Centres may be grouped into four categories; educational, cultural, physical and social.¹ There are over 40 kinds of activities initiated by the Centres but the emphasis varies from Centre to Centre so as to meet the needs of the individual locality or district.

Nightly activities range from Chinese billiards, table tennis, chess, games, to water colour painting. It has been found that games are the best kind of activities for mixing new members and creating friendly atmosphere. As a rule, in the evening one of the classrooms in each Centre is converted into a library and reading room where pictorials, magazines and newspapers are provided. In addition, English and Chinese books specially selected for members are available for lending with a supervisor on hand to answer questions and give advice on reading.

Speaking from the writer's own experience and observation, it appears there is a need to extend this type of 'counselling' service to all members, particularly the new comers as the majority of those who come to the centres seem to want to learn something, but they are

1. K.C.Law, Adult Education in Hong Kong, (A dissertation for the Diploma in Adult Education, University of Manchester, 1963). pp.56.

not at all clear WHAT! By coincidence such a phenomenon also fits into the description by Dr. Josephine Brew when she cited the result of the Gallup Poll (probably in early fifties) which indicated the overall attitude of the British people towards further education.¹

Student Characteristics

Members of the Adult Education Centres come from all walks of life. According to the 1967 general survey in which questionnaires were used to sample 1,000 members from various Centres, the following results were recorded:

PROFESSION

members working in industry	49.1%
" " " commerce	23.1%
teachers & students	8.1%
government service	6.6%
fishermen and farmers	1.7%
others	11.4%

1. J. Macalister Brew, Informal Education, Faber and Faber Ltd, London, 1958. pp.29.

INCOME

48.9% earn \$ 200-400 (£13.35p) per month

26.6% earn less than \$ 200 (£13.35p) per month

The above figure indicates that the majority of the members belong to the lower income group in the Colony.

It should be pointed out that since the time of the 1967 survey, wages have gone up drastically.

SEX

Male 69.9%

Female 30.1%

EDUCATION

The survey shows that most of the members are of secondary school standard. However, after talking to staff members in charge of the 1967 survey, it appears that the supervisors had selected the more educated members to respond to this survey.

AGE

66.8% were under the age of 25

5.5% were over the age of 40

This may imply that the Centres are mainly attended by the younger generation and that the older people in Hong Kong still tend to spend their time with their family or friends. It is also possible that the activities of the Centres fail to attract the more mature persons.

MOTIVES FOR COMING TO THE CENTRES (in order of importance indicated by members)

1. Taking part in recreational activities.
2. Acquiring knowledge and skills.
3. Getting to know new friends.

Summing up, it appears that most of the members in the Centres are lower working class people, mainly from industry or trades of various forms. The majority of them has received formal education up to primary level. There are more men than women and most of them are young adults under 25 years old. The bulk of these members come to the Centres to enjoy themselves through educational as well as recreational activities.

Few would doubt the usefulness of these centres. Nevertheless, there is a danger in that since its first inception in 1955 most of the work has become mechanised into a fixed pattern. What was once an invigorating experience might well have turned into a routine exercise in a depressed atmosphere. The fact that the supervisors and instructors are taking up their posts as a means of securing additional income invariably helps to accentuate the threat of repeating the same kind of activities year after year, leading eventually to high dropout rates. Incidentally a similar warning was stated in a survey conducted by the National Institute of Adult Education in England between 1966-69 for the Department of Education & Science:

Special attention should therefore be given to factors concerning the class situation that are offered as reasons for dropping out.....¹

Although the Adult Education Section does not publish any figures on the dropouts, it is the opinion of some of the supervisors that memberships does fluctuate from season to season in all 14 adult education and recreation centres scattering in various parts of the colony. It appears that if these centres are to maintain their status as well as to improve their usefulness, more full-time personnel are needed to co-ordinate and supervise the programmes offered, releasing the part-time instructors from routines while giving more time for creative and well-planned activities.

STAFF RECRUITMENT AND TRAINING

TRAINING ABROAD

Of all the major adult education service organizations in the Colony, the Adult Education Section (Education Department) can proudly claim to have the greatest number of personnel receiving formal training in the field of adult education. Since the inception of the Adult Education Section in 1954 five

1. Adult Education - Adequacy of Provision, published by the National Institute of Adult Education (England & Wales). March, 1970. pp.15.

senior members of the Section were sent to read for the Diploma in Adult Education at the University of Manchester while one attended a 3-month course run by Edinburgh University. It is noteworthy that it appears to be the Section's policy and practice to send its senior staff overseas for training whenever scholarships are available. By comparison, the two Departments of Extra-mural Studies of the two local universities are lagging behind.

The following table is self-explanatory:

Organizations	No. of persons	Training Course	Held at
Ad. Ed. Sec.	5	Dip.in Adult Education	Manchester
Ad. Ed. Sec.	1	Cert in Adult Education	Edinburgh
Univ. of Hong Kong	1	Dip.in Adult Education	Manchester
The Chinese Univ. of Hong Kong	1*	Dip.in Adult Education	Manchester

*NOTE: This person received his formal training while serving in the University of Hong Kong prior to his appointment in the Chinese University.

Further investigation reveals that so far all the successive Heads of the Adult Education Section have been granted either scholarships or grants to tour selected adult education institutes in the U.K. and North America for the purpose of widening professional contacts and experience through a related study of adult

education programmes. Past experiences seem to indicate that there has been no evidence of tangible gains for the Section as a result of such trips apart from social contacts.

Training of Supervisors & Organisers

In each Centre there is a team of staff comprising organisers, supervisors and instructors. By comparison, the post of an organiser in a Centre is similar to that of a principal or warden in England.

The organisers are responsible for the administrative aspects of the Centres. The supervisors are real teachers with supervisory and tutorial duties, while instructors are simply teachers of specific subjects such as painting or flower arrangement. In order to be eligible for appointment as an organiser or supervisor, men or women teachers must meet certain minimum requirements and they are as follows.¹

1. Be a registered teacher (have completed one or two years course at a College of Education, formerly Teacher Training College).
2. Have completed a few years of satisfactory teaching experiences at a grant primary or secondary school.
3. Have completed satisfactorily a 6-month course (formerly 9 months): One night per week on
 Operation of adult education and recreation centres
 plus
 3-month field work at a centre

1. Y.H.Ng, The Training of Adult Education Supervisors and Organisers in Hong Kong, Dissertation for the Diploma in Adult Education, University of Manchester, 1970.

Y.H.Ng, formerly an Adult Education Officer, claims in his dissertation The Training of Adult Education Supervisors and Organisers in Hong Kong that only those with satisfactory rating in their field are subsequently appointed as either supervisor or organiser and that appointment by the Adult Education Section is one measure of their professional advancement.¹ In reality, the whole process of selection is not as scientific as it looks although officially evaluation or ratings are determined by organisers or adult education officers on the basis of personality, punctuality, cooperation, initiative and ability. It is the more interesting to note that often the so-called adult education officers have never received any formal training in adult education before or after their appointment and yet they are the senior staff members in the Adult Education Section. Further investigation reveals that this is the basic fault of the Education Department which not infrequently makes transfer of officers for purposes other than matching posts with qualified personnel, such as enhancement for promotion prospects or personal favouritism by certain senior staff and this invariably leads to dissatisfaction and tension

1. Ibid.

among the staff. Of the five senior staff who were sent to Manchester University to read for the Diploma course in Adult Education, two have already been transferred, at their own request, to other sections. The writer subsequently inquired into this matter and it appeared that the causes leading to the actual transfer resulted partly from protest for having an inexperienced person as Head of the Section and partly from dissatisfaction on promotion policy. Such a sad and grave situation undoubtedly affects not only the morale of the staff but also the build-up of professionalism within the Section itself.

Adult Education Conference

The annual Adult Education Conference normally lasting for two days. It is designed for all personnel, paid or voluntary, working under the supervision of the Adult Education Section. These groups include: Organisers, Supervisors & Voluntary helpers of Adult Education & Recreation Centres, teachers of Adult Education Courses and teachers of Post-Primary Extension Courses.

This Conference is similar to that of the Lecturers' Annual Assembly run by the two departments of Extra-Mural Studies in the universities. Although it is difficult, if not impossible, to assess how much or to what extent the annual Adult Education Conference may contribute to

improve the work involved, nevertheless, it provides an opportunity for social gathering and exchange of ideas.¹

TECHNICAL COLLEGE - EVENING DEPARTMENT

Brief history of the College

The Hong Kong Technical College is the successor to the Government Trade School which first enrolled students in 1937. After the Second World War, the Hong Kong Technical College came into being and opened for full-time and part-time courses in 1947. As a result of increased industrialization in the Colony greater impetus was given to technical education and the expansion of both full-time and part-time evening courses grew steadily.

Prior to 1957 all part-time evening courses had been conducted at the College's original building in Wood Road on Hong Kong Island. In the early fifties, it was found necessary to have part-time evening courses on both sides of the harbour. The Technical Education Investigation Committee (1951) produced its report in 1953 with the recommendation that a technical college in Kowloon was essential.² Mainly through the generous donation of

1. For an example of the annual Adult Education Conference Programme, see Appendix Two.
2. Hong Kong Technical College Prospectus, 1970-71, pp.1.

the Chinese Manufacturers' Association and the granting of a piece of land by the Government together with numerous donation in cash and equipment, the construction of a new technical college began in 1956. Eventually the College moved from its old buildings to its new premises at Hung Hom on Kowloon side in late 1957.

Up till July 1972 the Hongkong Technical College was one of the post-secondary education institutions under the Education Department. In 1972 the College was re-named the Hongkong Polytechnic and it has also upgraded some of its courses to the equivalent of university level, while reconstructing itself as an independent body similar to that of the local universities. Thus officially the Hongkong Polytechnic came into being on the 1st August 1972 as an autonomous institution controlled by its own Board of Governors and financed by the Hong Kong Government through the University and Polytechnic Grants Committee.¹ According to its recent report, the Polytechnic envisages an expansion to the equivalent of 8,000 full-time students by 1978 and a simultaneous expansion of evening studies is also being planned. Such an ambitious scheme undoubtedly calls for a large number of highly skilled and experienced professionals to implement the programmes planned. It is indeed doubtful whether Hong Kong has enough local talents and experts to meet such a demand without soliciting assistance from abroad!

1. Hong Kong Standard, December 16, 1973. pp. 30.

Programme (Evening courses only)

Part-time evening courses cover a wide range and entrance requirements vary. As stated in the College's prospectus, for direct entry to ordinary certificate courses, applicants must have completed Form V. For admission to technician courses, applicants must have completed Form IV. Preference will be given to those who are engaging in work appropriate to the course to which they apply. In general, selection of students for admission to part-time evening courses is based on the results of an open examination.

For administrative purposes, courses offered by the College are grouped into the following departments:

Department of Building, Surveying and Structural Engineering
 Department of Commerce and Management Studies
 Department of Electrical Engineering
 Department of Industrial and Commercial Design
 Department of Mathematics and Science
 Department of Mechanical, Production and Marine Engineering
 Department of Nautical Studies
 Department of Textile Industries

Type and Level of Part-time Evening Courses:

Higher Certificate	2 years
Ordinary Certificate	2 years
Final Technicians Certificate	2 years
Intermediate Technicians Certificate	2 years
Endorsement Certificate	1 to 3 years
Diploma	3 years
Certificate	1 to 3 years

For courses leading to external examination, no certificates are issued by the College. Instead, external examiners are engaged to scrutinize the examination papers and students' scripts in order to maintain the standard of higher Diploma of the College.

Judging from the writer's informal talks with some of the staff in the College, it appears that the Department of Commerce and Management Studies attracts most students with an annual enrolment over 3000 in recent years. (Evening classes) It is more interesting to note that the Department only came into existence in 1954 with a mixed class of some twenty students studying Shorthand, Typewriting, English, Book-keeping, Commercial Correspondence and General Commercial Knowledge. Perhaps such a rapid growth is a reflection of the community's needs as a result of gradual expansion of the business circle in general.

The writer's investigation also reveals that the College has been suffering from shortage of experienced staff, particularly at the advanced levels. As a temporary measure to overcome this, not infrequently part-time lecturers are drawn from industry and Government departments to teach its evening classes. Perhaps the seriousness of the problem of teacher shortage can be best illustrated by quoting the comment of Mr. Dan Waters, Acting Assistant Director of Education (Technical), when he remarked:

The Morrison Hill Technical Institute has been unable to offer a course on television because it lacked a qualified teacher. During the coming academic year, nine teachers would be sent overseas to attend courses at present unavailable in Hong Kong.¹

Further investigation reveals that between 1961 and 1971 thirty-five teachers were sent overseas for training in the field of technical education by the Education

1. South China Morning Post, Saturday, August 18, 1973.

Department. It appears the Department is fighting a losing battle by the mere fact that industry in general pays more money. The Government's recent decision to revise the salary structure of technical teachers may help to facilitate recruitment for qualified persons to join the local technical schools and institutions.

Since Hong Kong is now a highly industrialised city it is obvious that vocational training of all levels will play a significant part in the field of adult education. Despite increasing demand for places for evening part-time courses in the Technical College, the administration and organization of the courses are still being rigidly run as academic studies with little reference to the psychology as well as the real needs of the adults. Several reasons are obvious: To begin with, the Technical College is historically identified with vocational training and as such it dutifully produces technicians or semi-skilled labourers. Apparently the curriculum has no room for other liberal studies or appreciation courses which may help to inject a new breath of life into the otherwise dull and monotonous routine. There is also a serious doubt that the staff itself has any ideas other than producing craftsmen and technicians.

All these factors coupled with the Government's undue concern on financial expenditure helps to explain why vocational training for adults in Hong Kong remains almost unchanged in the past decade, apart from erecting new buildings with more advanced equipments. Nevertheless, the writer is sanguine in hope that with the recent establishment

of the Hong Kong Polytechnic, fresh ideas and new dimensions may eventually spring up under new management and able administrators who will be able to assess not only the real needs of the individuals but also that of the community at large in a wider scope and diversity.

Judging from the information gathered, it appears to be correct to describe Government's role in the field of adult education as mainly of vocational and remedial nature, apart from the Adult Education and Recreation centres which offer chiefly recreational programme and informal learning activities at primary school level. The question as to whether or not adult education is being treated as an agent of social change apparently occupies little or no attention in all its provisions of activities for adults. The persons who join either the Evening Institute or the Evening Department of the Technical College usually have one goal in mind or problem oriented and this is, acquisition of a certain skill or the award of a certificate to facilitate finding jobs or improving promotion prospects.

Of all the programmes and activities offered by the Government, the writer has not found any evidence that the idea of lifelong integrated learning or continuing education is being implanted or practised despite occasional outcries by individuals. To be fair, the Education Department was fortunate to have a versatile officer, S. K. Cheung, to head the Adult Education Section in its early and formative years (1954); but since Mr. Cheung retired in the mid-sixties the work of the Section can be best described as 'stagnant'. In

addition, the senior staff of the Section has undergone drastic changes resulting from personal conflicts. In fact, three different persons at one time or another headed the Section within a short period of ten months, giving a clear indication of instability as well as lack of leadership in the Section. Further investigation reveals that this unusual frequent change of Head in the Section was simply the result of 'personal influence' and politics schemed by higher authorities in the Department to 'pave the way' for their friends for promotion prospects.

The crux of the matter lies in the fact that in Government services seniority as well as personal favouritism play key parts in job assignment. It is not unusual, as in the case of the Adult Education Section, for untrained and inexperienced persons to be assigned to head Sections mainly on account of long service record and the recommendation of an influential person in the Department. Such a practice undoubtedly hinders, to say the least, the growth and development of adult education under Government provision in the Colony.

Thus the way in which the work of adult education is being carried out by the Government clearly indicates that it is not yet being treated as an integral part of the education system in Hong Kong today. Instead, it mainly assumes the role of remedial and compensatory work chiefly for those who have 'missed out' their education opportunities in their tender years.

Visit of Specialist (External Influence)

Mr. S. Haven, Senior Inspector of non-vocational and adult education of the Inner London Education Authority, was invited to the Colony for a six-week visit in December 1972 to advise the Government on the future development of adult education. During an interview he commented:

The existing system in Hong Kong should be expanded at all levels to impart both skill and knowledge to participants.....Adult education is a powerful welding force in social integration, because in classroom, all participants are working on an equal basis towards a common goal regardless of social standing.¹

This statement may well serve as one of the guiding principles for the Government, the Adult Education Section of the Education Department in particular, to follow in planning and organizing programme in the years ahead! The writer hastens to add that ^{unless} the Adult Education Section is staffed and headed by professionals and not by the so-called 'experienced' or senior in age personnel, it is more likely than not that the work of the Section will remain stagnant and formalised, widening the gap between the 'real need' of the community and the services provided.

Government Provisions (Summary)

The Government, mainly through the Adult Education Section of the Education Department, has been offering some useful services (from grassroot literacy classes to post-secondary level courses). However, such a provision in recent years has become stagnant and highly formalized to

1. Hong Kong Standard, 1/12/72.

the extent that it calls for a complete overhaul of the machinery in order to meet the fast changing and evolving needs of the individuals and the community as a whole.

By comparison, its counterparts in the United Kingdom in recent years have slowly but steadily steered towards raising the level of their programmes in the form of more advanced courses or varied approaches. Such a trend is confirmed by the writer's informal talk with Dr. J. B. Barclay, who has been involved with extra-mural work in Edinburgh University for the past two decades. Whilst one may question the desirability of following the experiments being carried out in United Kingdom, one is struck by the apparent lack of appreciation and interest on such matters as displayed by the Adult Education Section. Up until now the Section's activity is characterized by either offering remedial and basic education (usually aimed at immediate gratification of education efforts by the acquisition of certificates) or assisting adults and youths to complete their formal education at the secondary level (with the exception of the School of Higher Chinese Studies). There is no evidence that the idea of continuing education or the need of re-education is being emphasized despite occasional comments along these lines on formal occasions.

To be sure the Section is handicapped by the fact that the Education Department is happy to keep adult education in a minor role in relation to the overall education provision in Hong Kong; and such an attitude is clearly demonstrated by the fact that adult education is not even mentioned in

the newly published White Paper on Education (October 1974). Apart from the first two directors who had involved themselves in adult education work prior to their appointments, the subsequent heads have been practically 'strangers' in the field. The fact that they occupy such a position is solely due to their seniority in the Department. Surely if the Section is to strive in the years ahead there is an urgent need for the authority to discard its obsolete personnel policy by appointing professionals, from outside the Department and from abroad if necessary, to head the Section instead of assigning senior posts to its own staff regardless of qualification and relevant experiences.

As we have seen earlier, the Section is fortunate to have at least six persons trained in the United Kingdom since 1962, although two have since left largely due to discontent and personal reasons. Despite such an obvious advantage over other adult education agencies, none of these staff has received any recognition of monetary gains as a result of their efforts. It is ironic that those who have spent one academic year pursuing a diploma in education are automatically awarded one additional increment in salary, while the same is not true with those reading for a diploma in adult education. Obviously the total money involved is insignificant compared with the total expenditure on education; but the implication is of far-reaching consequence, affecting the morale and professional dignity of the adult education officers in general.

Finally, judging from the writer's investigation, the

Adult Education Section has rarely evaluated its activities apart from superficial and subjective comments since its inception in 1954. Surely the attitude of 'take it or leave it' in programme planning falls short of the ideal in which the felt need as well as real need of the community are to be met. It appears that the basic fault or weakness is the lack of leadership coupled with lukewarm attitude from the authority. Indeed the time is ripe for the Education Department to face the harsh realities of facts by securing a clear commitment from the Government on the role of adult education as an essential element in the overall education system in Hong Kong today.

CHAPTER FIVE

Extra-Mural Work in Hong Kong.

As we have seen in the previous chapter about Government provision in adult education, there is, indeed, no indication that the idea of continuing education is being stressed. In fact all evidence points to the terminal concept of education in which the ultimate goal is the award of a certificate or acquisition of a certain skill. Adult education work undertaken by the Adult Education Section is strongly coloured with an utilitarian outlook and such a pragmatic view has penetrated the entire community. Perhaps such an attitude is best illustrated by citing a quotation from a controversial report, recently published by the Hong Kong Research Project:

According to local legend, Hong Kong is "run by the Jockey Club, the Hong Kong Bank, Jardines and Governor - in that order".¹

The above quotation implies that formally Hong Kong is ruled by a Governor, appointed by London. Informally and in reality, it is ruled by a small group of businessmen and bankers in alliance with the colonial administration.

1. The Royal Jockey Club, among other things, has a monopoly of legal gambling in the Colony and has attracted such a large following that it is often referred to as having a licence to print money, owing to huge profits it makes annually. For details, see HONG KONG: A Case to Answer, Hong Kong Research Project, Bertrand Russell Peace Foundation. Nottingham, 1974.

In this chapter we shall see not only the development of extra-mural work in Hong Kong, but also the manner in which it differs from other adult education agencies in meeting the education needs of the adults through extra-mural activities.

Department of Extramural Studies

University of Hong Kong

Historical Development

The University of Hong Kong was founded in 1911 and opened its doors to students the next year. The Department of Extramural Studies came into existence in 1956 following recommendations by the Senate Committee on Extramural Studies in 1955.

In the field of higher education it had been the custom for the majority of Chinese students who desired to continue their education beyond the secondary stage to enter universities and colleges in China. Apart from the University of Hong Kong, the Technical College and the Evening Institute there existed practically no local provision for higher studies and these three institutions catered only for students capable of receiving instruction in English. Political changes on the Mainland had created a need for higher education in the Colony. As a result, the urgent need for facilities for higher education in the medium of the Chinese language gradually attracted the attention of the Government and the University.

In November 1951 the Governor appointed a Committee on Higher Education under the chairmanship of Mr. J. Keswick, C.M.G. to report on desirable changes in the provision of post-secondary education other than that given at the teacher training colleges and the University of Hong Kong.¹ The Keswick Report on Higher Education (1952) in Hong Kong specifically recommended that the University should establish a Department of Extramural Studies.

It may also be pointed out in passing that the School for Higher Chinese Studies, which was established in March 1951, for a while offered post-secondary courses in Arts, Commerce and Journalism in the medium of Chinese. It was recommended by the Keswick Committee that the School should be incorporated in a university department of extramural studies, but no action has since been taken and administrative responsibility for the School remains² with the Education Department as in the past.

Subsequent reports by Sir Ivor Jennings, then Vice-Chancellor of the University of Ceylon, and Dr. D.W. Logan, then Principal of the University of London, on the progress and development of the University of Hong Kong further confirmed such a need with their comment:

1. Colonial Reports: Hong Kong. 1951. H.M.S.O. 1952. pp.63.

2. Annual Departmental Reports, Director of Education, 1953-54. pp.8.

We have been impressed by the case made in the Keswick Report for the establishment of a Department of Extra-Mural Studies; and since the need for such courses is already appreciated within the University and without, we feel strongly that this indicates the immediate steps which ought to be taken.

In reality the initiative for the establishment of Extramural work in the Colony had already been laid some ten years ago. Mr. I. Hughes, Director of Extra-Mural Studies, University of Hong Kong, (1960-67) remarked in a lecture that:

The work here is part of the greater post-war university development in extramural work in what are, or were, colonial territories. The foundations were laid by the Asquith Commission set up in 1943, to consider the principles which should guide the development of universities in the colonies. On the adult side, the Asquith Commission pressed for a strong and fully staffed department of extramural studies as a normal feature of a colonial university.¹

It is noteworthy that this view was strongly supported by subsequent commissions under Mr. Walter Elliot and Sir Alexander Carr-Saunders. The argument for the establishment of such work was later summarized by Professor S.G. Raybould as follows:

That in colonial territories there are many persons who would have profited by a full-time university education but had not the opportunity for it, and who should therefore be given the chance to attend extramural classes; that facilities for of a 'refresher' kind should be provided for people who have already had a good general, specialized, or professional education, so that they may keep abreast of new thought in their own fields of interest and work; that the universities should influence educational and cultural activity in their countries at all levels...²

1. I. Hughes, "The University and Adult Education" in University of Hong Kong Supplement to the Gazette, Vol. IX. No. 5. June 1962. pp. 5.
2. Ibid.

Prior to the founding of the Department in 1956, evening extramural courses had been run by the University. For example, evening courses in Accountancy, Law, Economics, and Company Secretarial Practice had already been started by the Department of Economics and Political Science in 1955. However, it was not until October 1956 that anyone was appointed with direct responsibility for this kind of work.¹

The Hong Kong Annual Report of 1956 recorded:

An interesting development has been the appointment of a Director of Extra-Mural Studies. It is too early as yet to make forecasts of the result of the appointment, but in view of the undoubted local demand for adult education, they may be far-reaching.²

Appointment of Director of Extramural Studies

Gerald Moore, M.A. (Cantab.), who had conducted Extra-Mural work for the University of London and been a Resident Tutor at University College, Ibadan in Nigeria arrived in Hong Kong on 28th October 1956 to take up the newly created post of Director of Extra-Mural Studies. Subsequently, a secretary was appointed on 1 January 1957. The Department was instituted by the Court on 21 May 1957. The first few months were mainly spent arranging or creating a Board of Extra-Mural Studies and the physical needs of the newly established department.

1. The First Ten Years, Department of Extra-Mural Studies University of Hong Kong, 1967.
2. Hong Kong Annual Reports, 1956. pp.118.

At the same time, three evening courses in Arts subjects were being offered on the basis of low students' fees and large enrolment. The Department's annual report of 1956-57 stated:

All three courses were highly encouraging and successful. They attracted respectively 46, 30 and 48 applicants, a majority of whom in each case proved to be 'effective' students (i.e. they attended at least two-thirds of all the lectures).¹

It was also pointed out in the report that the success of these three experimental courses strengthened the case for the proposals which the Director had put before the Board at its first meeting and which were subsequently approved. The content of the proposals merit special attention as it set the pattern of extra-mural work in the Colony for years to come. Among other things, the proposals provided for extra-mural courses to be offered ranging in length from three weeks with twice weekly meetings to three years and for students' fees not usually exceeding a ratio of one Hong Kong dollar (10p) per hour, a figure revised later on. The proposals also stipulated that Mandarin and Cantonese, two main dialects in the Chinese language, should be given equal consideration with English as languages of instruction for extra-mural courses. \$50 per hour was fixed as the normal fee for extra-mural tutors.

1. Report of the Department of Extra-Mural Studies, 1956-57, University of Hong Kong.

In April 1957 the Department took over responsibility for running evening courses in Accountancy, Law, Economics and Company Secretarial Practice, which had been started by the Department of Economics and Political Science in 1955. These courses were intended only to assist students attempting professional examinations such as those of the Chartered Institute of Secretaries and the Association of Certified and Corporated Accountants.

From July 22 to 27 a full week's summer course primarily designed for practising geography teachers was held. The course, which included lectures, demonstration and field trips, was reported to be well-received by the participants. Subsequent investigation by the writer revealed that the Department has since stopped organizing similar course for teachers. This is a sad omission in that it inevitably misses an opportunity to assist serving teachers during the summer vacation to up-grade their competence in carrying out their duties as school teachers and subject specialists.

In December 1956 the Director presented to the Carnegie Corporation of New York the case for a grant for the establishment of a book-box scheme for extra-mural courses. It was pointed out that in view of the cramped library accommodation in the University it was almost impossible for extra-mural students to make use of the facilities available to the regular university students. The Carnegie Corporation responded generously with a grant of US\$3,000 for the setting up of a book-box scheme

whereby portable book-boxes could be taken to classes scattered throughout various districts in the Colony.

In summing up the Department's first few months' activities, the Director remarked:

Although some successful and enjoyable courses were completed during the year, it was on the whole a period of preparation for the full extra-mural programme to be launched in 1957-58. All the necessary groundwork was completed, such as the creation of the Board and the Department, the fixing of types of courses and fees and some useful indications were given of the type and scale of demand which might be expected in future years.¹

By the end of the academic year 1956-57 the Department had offered 12 courses with an enrolment of 330 students. This was a period of preparation since the entire Departmental staff consisted of a Director, a Secretary and a clerk.

1957-58 was the first full year of extra-mural work for the new Department.² Despite the popularity of courses conducted in Chinese (93 enrolment for a Mandarin course on the Civilization of the T'ang Dynasty and 60 for a Cantonese course in Mathematics) strangely little was done to follow them up. In fact, out of a total of 44 courses offered for the next academic year, only 6 were conducted in Chinese.

Another interesting feature was the large proportion

1. Report of the Department of Extra-Mural Studies 1956-57. University of Hong Kong.
2. Departmental Reports, University of Hong Kong, 1957-58, pp.23.

of graduates among the students, which enabled the tutors to maintain a genuine university standard in conducting their classes. In fact, the Department's view was that it should be concerned primarily with the task of providing courses of pre-dominantly post-secondary standard while leaving the lower levels of adult education to the Government Adult Education Centres, Evening Institutes, the Evening department of the Technical College and a number of private evening colleges of various types.

In retrospect, this first full year, 1957-58, of extra-mural work witnessed a sizable increase in activities. For the first time extra-mural classes were held outside University premises. Altogether 22 evening courses and 2 summer vacation courses were conducted with a total enrolment of 888.

The year 1958-59 saw a great increase both in the scale and the scope of the Department's activities. The following table gives evidence to this expansion:¹

	No of courses	No of Centres	Enrolment
1956-57	12	2	330
1957-58	24	5	888
1958-59	44	10	1,122

It was also reported by the Director that several

1. Report of the Department of Extra-Mural Studies, 1958-59, University of Hong Kong.

courses had been run successfully in Central District, Kowloon and the New Territories. The percentage of effective students (68%) was thought to be exceptionally high in view of the fact that most courses ranged in length from 20 to 60 meetings in the academic year.¹

Meanwhile the Department was able to attract some outside financial assistance in the form of prizes, scholarships and subsidies. Apart from monetary gain, outside financial support also meant closer contact with the community and this invariably facilitated future planning and development.

In November 1958, a graduate assistant was appointed as Assistant to the Director to work under the Director. Among other duties the new appointee undertook responsibility for organizing courses in the Kowloon area. It is significant that despite this arrangement, the main bulk of the Department's work remained largely in the Island until the founding of the Department of Extramural Studies of the Chinese University of Hong Kong in 1965. After that time there was an understanding between the two extra-mural departments that one would operate mainly on the Island while the other would concentrate upon the Kowloon area.

An analysis of the composition of the Extra-Mural

1. An effective student is any one who has attended 75% or more of the total number of meetings of a course.

student-body was made during the 1959-60 session. A summary of the results is given below:¹

Businessmen	318
Teachers	215
Secretaries	114
Government servants	98
Architects & Draughtsmen	42
Housewives	32
Police Officers	26
Undergraduates	26
Others	<u>243</u>

Note: 'Others' included missionaries, doctors, engineers and accountants.

The 1959-60 Departmental annual report again emphasized the fact that a good number of extra-mural students held higher degrees. It went on to claim that:

The eagerness with which serious-minded adult people applied for admission to Extra-Mural courses testifies to the crying need for continuing education in various fields, and increased the Department's anxiety to extend its work more widely in the community.

In January 1960, Mr. G.H. Moore, the first Director, left Hong Kong to become Director of Extra-Mural Studies for Makerere University College in East Africa. Mr.

1. Report of the Department of Extra-Mural Studies, 1959-60, University of Hong Kong.

Ieuan Hughes, the Director-designate, arrived in November to replace him.

Perhaps the best way to describe the early and formative years of the Department under the directorship of Mr. Moore is to quote his successor's words:

1956-60 were solid years of foundation though, to begin with, a Director unable to speak Chinese, lack of outside premises and a variety of other factors made it inevitable that the work was introduced from the top and centre - with the consequent risk of impersonality. Moreover, University premises were available only for an hour or so before 7p.m. All these set the pattern for place, time, duration and character of the work. Tutors are paid a flat rate and their fees, together with any rents payable, have to be met out of course fees paid by the students which at 2-4 dollars per meeting, are amongst the highest in the world. In order to balance, some courses must run at a profit and all must average 25¹ enrolments - a figure we are trying to reduce.

The fact that during the early and formative years the leading figures in extra-mural work in the Colony came with experience of working in other colonies could be viewed as both advantageous and disadvantageous to the future

1. I. Hughes "The Extra-Mural Student in Hong Kong" Australian Journal of Adult Education, Vol. II. No. 3 July 1963. pp. 19 & 24.

development of the field. Since there were no resident candidates with previous extra-mural experience it seemed logical to enlist the assistance of outsiders with relevant experience. On the other hand, it was possible that programmes initiated under such a person would be designed primarily for the English speaking public in the community and indeed subsequent programmes offered by the Department bear out this assumption. In its first year the Department offered 12 courses with only one course using Chinese as the medium of instruction and such a policy remained unchanged after the appointment of a Chinese graduate assistant in 1958. In the Department's report for the year 1965-66 the records show that out of a total of 231 courses only 15 were in Chinese (14 in Cantonese and 1 in Mandarin).

In 1962 W.E. Styler, Director of Extra-Mural Studies, University of Hull, was invited to Hong Kong to advise the University about the development of its extra-mural work. Subsequently, Mr. Styler reported on his findings in a paper entitled Adult Education in Hong Kong.¹

At this time, the Department consisted of the Director, a graduate assistant, a shorthand typist and a

1. W.E. Styler, "Adult Education in Hong Kong" Overseas Education, Vol. XXXIV. April 1962-January 1963. pp.112.

male clerk. The tutors were all part-time, mostly from the University, some from grammar schools, a few from post-secondary colleges and a number from other professions and private sectors.

In the 1962-63 academic year several significant events occurred in the Department, all of which had important bearings on its future development. T.C. Lai, Assistant to the Director, returned from the University of Manchester, where he obtained a diploma in Adult Education, and was upgraded to the rank of lecturer. Through the generosity of the Asia Foundation, a sum was donated for the appointment of the first staff tutor. Priscila Mark, a graduate of the University, was appointed to the post.

By the end of the 1962-63 it looked as though the Department's work would have to be drastically curtailed when the grant for the staff tutorship ran out. A timely encouragement came from the Government which had just decided to include extra-mural needs in a revised seven-year plan for the University.¹ As a result, the establishment for 1963-64 was increased by two staff tutorships and against these, since no local candidates

1. Report of the Department of Extra-Mural Studies, 1962-63, University of Hong Kong.

with previous extra-mural experiences were available, four temporary part-time staff tutors were appointed.

The writer subsequently interviewed I. Hughes, (August 14, 1972), Director of the Department from 1960-67 and now warden of the Welsh National Institute of Adult Education - Coleg Harlech. Mr. Hughes emphasised that neither the University Senate nor the University as a whole appreciated the importance of Extra-mural work at the time and it took him months "to create the atmosphere, by giving talks to such associations as Rotary Clubs and making necessary contacts within the University" whereby a favourable response was timely resulted with funds to employ additional staff.

In June 1963 the Department's first and only full-time staff tutor, Priscilla Mark, was awarded a Li Po Chun Fellowship to enable her to read for a diploma in adult education at the University of Manchester during the 1963-64 academic year. Such a move clearly illustrated the Department's deep interest in training its staff, practically only a few months after the return of T.C. Lai who had just completed the same diploma course at Manchester.

Ieuan Hughes was on leave during the early part of the academic year till December 1963 in the course of which he visited extensively in various adult education organizations and agencies, including some 50 universities: he had discussions with university and adult education

organizers, in addition to 21 lectures and 2 broadcasts on themes relating to Adult Education in Hong Kong. In so doing Mr. Hughes claimed to have made valuable contact with his counterparts in other countries. The question as to whether or not his activities had eventually resulted in any improvement in his department's program is a matter of conjecture. Nevertheless, it did in a small way put Hong Kong in a more conspicuous position as far as the adult education movement in South-east Asia is concerned.

In January 1964, Mr. Hughes was Hong Kong delegate to the Second UNESCO Asia Regional Conference on Adult Education in Sydney. At the conclusion of this Conference, the Asia-South Pacific Bureau of Adult Education was founded and Mr. Hughes was elected a member of its Executive Committee and made Editor of its Newsletter and Journal.¹ (He still holds the post today). T.C.Lai, the current director of Extra-Mural Studies in the Chinese University of Hong Kong, has also been an executive committee member of the same Bureau for some years.

1 The Asian-South Pacific Bureau of Adult Education (ASPBAE) was created in 1964 to meet various needs in the field of adult education in the region. While ASPBAE has established an identity for itself in the region, it has been unable to function as effectively as it might since it has no base with an institutional structure from which to work. During a recent workshop held at New Delhi from May 4 to 11, 1974, the ASPBAE examined two specific issues relating to training of adult educators: one, preparation of manuals for adult educators and two, setting up of an Asian-South Pacific Centre for Adult and Continuing Education.

Since the founding of the Department, limitation or lack of accommodation had been greatly handicapped by the shortage of suitable facilities. In the general report for the year 1963-64 the Director reports:

This has really been a year of consolidation, in which there has been ample confirmation that the rapid expansion of our course program over the last few years has been no flash in the pan - indeed there was a small but significant increase despite the frustrating bottleneck of lack of accommodation and especially centrally placed premises of our own.¹

The Department's annual report for the year 1964-65 reads:

What had been envisaged as a year of consolidation has, in fact, despite of series of setbacks, turned out to be a year of substantial achievement and development. The total number of students registered for actual courses rose by just over 1100 to 6341 while the number of courses held increased from 193 to 281.²

The figure of 281 courses with 6341 registrations is the highest enrolment reached by the Department since 1956. The main increase for the year was in vocational courses while the majority of courses cancelled were among those listed under the heading of liberal studies.

The 1964-65 academic year saw a great turnover of staff; one left in October 1964 to join the Department of Economics and Political Science; another was offered a

1. Report of the Department of Extra-Mural Studies, 1963-64, University of Hong Kong.
2. Report of the Department of Extra-Mural Studies, 1964-65, University of Hong Kong. pp.3.

post in a local bank; another two left to join the newly established department of Extra-Mural Studies in the Chinese University of Hong Kong, (founded in 1963).

The Leverhulme Conference on Extra-Mural Studies.

From October 26-31, 1964, the Leverhulme Conference on Extra-Mural Studies, financed by the Leverhulme Trust, was organized by the Department at the request of and in collaboration with, the Association of South East Asian Institutions of Higher Learning. The purpose was to provide a stimulating and broadly informative framework for full, frank and nondirected discussion of possible adult educational contributions which countries could make for the communities which they serve. To this end a series of papers was presented and discussed and a detailed study made of the basic document - "The Role of the University in Adult Education" produced, with particular reference to the South-East Asian situation, by the UNESCO Regional Conference on Adult Education held in Sydney during January 1964.

Delegates were sent from some 20 universities. With the support of the British Council, W.E. Styler, Director of Adult Education, University of Hull, was invited to serve as the Specialist Consultant of the Conference.

At the conclusion of the Conference, members resolved that a South East Asian Institute of Adult

Education, with training, research, library and clearing house functions, be established in Hong Kong to meet an urgent need in the region. Ieuan Hughes, as the Conference Organizer, was charged with the responsibility of the following this up with practical action.

As an immediate follow-up, it was arranged that W.E. Styler and I. Hughes would spend four weeks visiting South-East Asian universities at the disposal of the local Conference delegates.

Although the Departmental Report claimed that 'The Conference was an invigorating success, ' it is indeed disheartening to find that the much needed and highly esteemed South-east Asian Institute of Adult Education did not take root because of disagreement over its location and sources of financial support. Initially, Hughes himself suggested in the Conference that Hong Kong would be an ideal place for the Institute although most of the delegates disliked the idea of having it established in a British colony. Furthermore, it appeared that the majority of the delegates wished to locate the Institute in their own countries for reasons of pride and prestige. On the question of finance, the delegates had little notion of how the proposed Institute might obtain its funds.¹

1. Source; personal interview with I. Hughes in Summer 1972.

On the other hand, it is interesting to note that the year following the Conference saw a considerable increase in University Adult Education activities in the region - new extramural departments were established at the Chinese University of Hong Kong and at Nanyang University (Singapore); a committee was set up to consider extramural development in the University of Kuala Lumpur; while Philippine and Thai universities experimented with extra-mural courses. The question as to whether or not the above activities were the result of the Leverhulme Conference is a matter of conjecture. For example, the Chinese University of Hong Kong had already envisaged plans to establish a Provisional Board of Extra-mural Studies in 1964, headed by T.C. Cheng, President of the United College, one of the three foundation colleges of the then newly established Chinese University of Hong Kong.

The LL.B. (University of London) Scheme: 1964-1969.

(For details see Appendix IV)

Since 1962 the Department had been offering a number of law courses catering for articled clerks and others preparing for professional examinations and this culminated in a request from the Hong Kong Law Society to the University to establish a law-degree program.

After months of negotiations the Government, which footed the bill, accepted a scheme, including a full program of courses leading to the External LL.B. of London University, to be run by the Department of Extra-Mural Studies. It was further stipulated that qualified students would be accepted as full-time by London University and therefore if successful, able to obtain their degree in three years.

The Scheme was financed by a special grant from the Government with provision for full-time and part-time staff; premises, books as well as equipment. At the end of the third year the Scheme was to be re-examined to see if it was possible to transfer the program to a law faculty or department.

In retrospect, the Law Scheme signified an important development in the Department as it was an experimental program of studies for the University before it was incorporated into the full-time programme. Eventually the University did establish a Law Faculty.

Adequate and sufficient premises continued to be a major problem of the Department, although the Law Centre (under the Law Scheme) did somewhat alleviate the congested situation. Obviously the problem of accommodation became more acute if the Department's activities were to be expanded. It was thus repeatedly emphasized by the Department that "a permanent and centrally placed premises of our own remains a basic need".

Hitherto most evening courses had been held in the University campus which is at the mid-level of the Island in a rather remote district.

Mr. Ieuan Hughes was on leave from April 1966. The Acting Director was Mr. Roger Williams, who was appointed as Visiting Deputy Director in October 1965 for two years on secondment from the University of Glasgow.

Three Staff Tutors were appointed to fill the vacancies left by another three. Unlike the arrangement in the previous years, the new staff were appointed on a full-time basis. During the year 1965-66 enrolment (5375 students registered for 205 courses) was slightly lower than that of the preceding years. However, the percentage of effective student enrolments in liberal studies and English rose steadily and thus the Department claimed that it was the result of the developing expertise of the staff tutors in planning these courses and of better supervision of each course with the increase of staff members.

A series of Mid-Day programme of classes was conducted on an experimental basis and received an encouraging response. The programme was primarily designed to cater for the needs of housewives, p.m. & a.m. teachers and visitors who could only afford a short stay in town. During the year four Mid-Day lectures were held at the City Hall from 1.15 to 1.55p.m. on "A Visit to Reking", "Some Aspects of Banking", "Planning

for Traffic", and "Angkor", and had an overwhelming audience in each course.¹ Despite the apparent success of the Mid-Day programme, the Department did not follow up with any similar offer to the public.²

Fircroft Scholarship (1966)

For the first time in the history of the Colony a scholarship was offered by Fircroft College, Birmingham, for a Chinese extra-mural student to pursue one-year residential study at the College. The Fircroft Asian Scholarship valued at £500 was awarded to a primary school teacher who had been an extra-mural student for many years. In addition, the British Council also offered him a grant-in-aid for travel expenses and the Lion's Club of Bayview gave a grant of £ 60 to cover clothing and incidental expenses.

Visit of Specialist (External influence)

W.E. Styler, Director of Adult Education at the University of Hull, visited the Department again in mid-February 1966 for four weeks to advise on the future development of the department and on problems related to extra-mural work. During his stay he gave talks on 'Current Trends in Adult Education in Great Britain' and

1. Report of the Department of Extra-Mural Studies, 1965-66. University of Hong Kong. pp.2.
2. Report of the Department of Extra-Mural Studies, 1965-66. University of Hong Kong. pp.3.

'Adult Education and the Use of Leisure' to tutors and class secretaries respectively.

The writer's correspondence with Professor Styler revealed that he was in Hong Kong in 1962, 1964, and 1966 advising the Education Department and the Department of Extra-Mural Studies (HKU) on problems in the field of adult education. It was fortunate for Hong Kong to have the benefit of an expert who was able to assess and advise relevant adult education organizations in a space of four years on three separate occasions. The timing of the visits was important as it gave ample time to analyse and reflect on what he saw during his visits so as to grasp a clear picture, as it were, of the whole adult education movement or trend in the Colony before giving advice to all concerned. At the same time, the writer would point out that visits by experts are not without possible drawbacks. To begin with, the specialist may not be acquainted with the local situation and peculiar problems at the time, although it is likely that he will be briefed on the local condition upon his arrival. As a rule, the specialist is cordially received by all concerned even though there is no guarantee that his advice will be seriously taken for implementation. Past experience seems to indicate that the influence of experts or specialists (external influence) is, at best, piecemeal seldom exerting lasting impression on the local scene.

Attempt to Establish an Institute of Adult Education.

In September 1966 the Director, Ieuan Hughes, undertook a six-week feasibility study in South-east Asia, visiting Malaysia, Singapore, the Phillippines, Indonesia and Vietnam, with a view to the establishment of an Institute of Adult Education for South-east Asia in Hong Kong.

Accordingly Mr. Hughes read papers at the Bangkok Conference of Asian Ministers of Education and at the Asian South Pacific Bureau of Adult Education Conference at Delhi. He also addressed the Jubilee UNESCO Conference on Literacy at Hyderabad on 'The Role of Universities'. In December he gave a paper at the Association of South-east Asian Institutions of Higher Learning Seminar in Bangkok on "Trends and Opportunities in University Adult Education in Southeast Asia". In February 1967, he addressed the Hong Kong Seminar on Continuing Education on "The Role of the Tutor and the Needs of the Student".¹

Unfortunately as revealed by Mr. Hughes in an interview with the writer, the proposed Institute of Adult Education for Southeast Asia never materialized for political reasons and Mr. Hughes resigned in November 1967 and the matter has not been mentioned since.²

1. Report of the Department of Extra-Mural Studies, 1966-67, University of Hong Kong. pp.92.

2. For details see p.114.

The Law Scheme which started in 1964 began to bear fruit. In the examination held in June 1967, 11 students fully completed the Intermediate course, five passed Part I examination and four passed the final examination for the Degree of Bachelor of Laws of the University of London.

Since the establishment of the Law degree programme the Department always took pride in pointing out such an accomplishment (perhaps rightly so) as it had achieved something which its counterpart in the Chinese University of Hong Kong (founded in April 1965) has not yet been able to offer a programme of such calibre. In fact up till today (1972) the Department of Extra-Mural Studies of the Chinese University of Hong Kong has not been able to offer a diploma course or courses of similar standing.

In May 1967 Hong Kong experienced a riot which almost ended British rule. In view of the political disturbances, the Extra-Mural Town Centre was removed to another location - the Universal House.

Joint Committee on Extra-Mural Work in the Colony.

In June 1967, the Vice-Chancellors of Hong Kong's two universities set up a Joint Committee to co-ordinate the work of the Department of Extra-Mural Studies. The Committee was under the chairmanship of Professor Gibson who was also Chairman of the Senate Committee on Extra-Mural Studies (University of Hong Kong).

Prior to the establishment of this Joint Committee, anxiety grew between the two Departments of Extra-Mural Studies on the problem of duplication of work by each other resulting in waste of time and manpower. Such a fear was expressed by Mr. Ieuan Hughes on a number of occasions. One of the aims of the Committee was to draw up 'a sphere of influence' as it were between the two Extra-Mural departments according to the structure of the two universities. For example, the Department of Extra-Mural Studies of the Chinese University of Hong Kong is to refrain from offering courses in the field of Medicine and Engineering as there are no such faculties existing in the University itself.

The Committee also expressed concern over the question of co-ordinating works between the two departments. Similar feelings were also restated by the Chairman of the University Grants Committee when addressing to the Council of the Chinese University of Hong Kong (1968) in which he said,

It seems to the Committee that, as they said in 1967, overall planning of the particular courses to be offered by the two Universities' Extra-Mural Departments and other organisations in Hong Kong is essential. We do urge the two departments jointly to plan for a determined and large scale attack upon the problems Extra-Mural and adult education in Hong Kong.

Despite the much stressed co-ordination between the two Extra-Mural Studies departments there has been little, if any, evidence that such a principle has been observed. The earliest sign of co-operation was when the

writer succeeded in securing the permission of the
 D1
 Director (Department of Extra-Mural Studies, University
 of Hong Kong) to hold a six-week certificate course in
 his Department's town centre in Autumn 1967. Since then
 co-ordination or co-operation has not exceeded beyond
 classroom loans. The chief obstacle, as viewed by the
 staff of the two departments, lies in the personal con-
 flicts between the Director of Extra-Mural Studies of
 the University of Hong Kong and the then Deputy Director
 of Extra-Mural Studies in the Chinese University.

Resignation of Ieuan Hughes.

Mr. Ieuan Hughes, Director of the Department since
 1960 resigned in November 1967 to take up an appointment as
 Warden of Coleg Harlech, the Welsh National Residential
 College for Adult Education. During Mr. Hughes stay in
 Hong Kong extra-mural work experienced rapid development.
 While it might be exaggeration to claim that this expansion
 was chiefly the result of his contribution, nevertheless
 the years Hughes spent in Hong Kong have definitely left
 a mark on the subsequent development of extra-mural
 work in Hong Kong.

To begin with, two of his staff were recruited by
 the then newly established Department of Extra-Mural
 Studies in the Chinese University of Hong Kong and the
 programme of the new Department for a number of years
 followed a similar pattern to that of the University of
 Hong Kong. This led to the outcry of Mr. Hughes on

several occasions on the problem of 'duplication' of work between the two Extra-Mural departments.

In fact, there is room for more extra-mural work in Hong Kong as demand often exceeds that of supply, judging from the enrolment figures and the request by the two Departments of Extra-Mural Studies for more adequate accommodation facilities in recent years. The question of 'Duplication' was brought up by the Extra-Mural Studies Committee of the Chinese University of Hong Kong in as early as July, 1964 when the Committee argued that,

Closer examination reveals that, apart from language courses and certain vocational courses (which aim at satisfying specific needs), the question of duplication does not exist. Variety is the soul of liberal studies and these should be the mainstay of extra-mural work. Experience shows that while a course in Chinese poetry given by a certain tutor may draw a number of students, another course in the same subject given by a different tutor may draw yet another group of students who would not otherwise have joined any course at all... There is no sign of saturation in extra-mural provision in Hong Kong. The high concentration of population in Hong Kong gives the providers of adult education such an advantage in recruiting students as few places in the world can hope to have.

The crux of the matter is some sort of co-ordination or co-operation between the two departments in programme planning so as to maximise their resources, both manpower and facilities, in offering extra-mural programme to the community at large.

Policy of Retrenchment

During the 1968-69 academic year 4,337 students registered for 181 courses as opposed to 4,727 students

and 211 courses in the previous year. The Departmental Report claims that 'this reflects the retrenchment policy of the Department over recent years; an attempt being made to improve the quality of the Department's provision whilst cutting back the total size of its programme to a level that can be adequately supported by the limited number of full-time staff.'¹

SUMMARY OF EXTRA-MURAL WORK IN THE COLONY (1965-71)

HKU: Dept of Extra-Mural Studies, University of H.K.

CUHK: " " " " " The Chinese University of Hong Kong.

<u>YEAR</u>	<u>No. of Courses</u>		<u>Enrolment</u>	
	<u>HKU</u>	<u>CUHK</u>	<u>HKU</u>	<u>CUHK</u>
65-66	205	139	5,375	4,717
66-67	218	262	5,347	7,764
67-68	211	278	4,727	7,210
68-69	181	387	4,337	9,760
69-70	180	422	4,223	9,954
70-71	216	477	5,548	12,478

These figures seem to bear out the retrenchment policy of the Department (HKU) of limiting its enrolment to the level with which its staff can adequately cope.

By way of comparison, the Department's counterpart in the Chinese University of Hong Kong apparently is doing better, at least in quantity. However, the

1. Report of the Department of Extra-Mural Studies, 1968-69, University of Hong Kong, pp.42.

Department's policy in recent years has been 'quality before quantity'. Although it is difficult, if not impossible, to assess the effects of such a policy on the participants, it is an accepted fact that the average class size of the Department's evening classes is smaller than that of its counterpart's in the Chinese University. In a Seminar on Continuing Education held on March 15, 1972 Mr. Roger Williams, the current Director of the Department, again voiced his opinion on class size and its possible effects on the students. Much to the disappointment of the participants (including staff from the Adult Education Section of the Education Department), T.C. Lai, the recently up-graded Director, failed to respond to the vital question.

The Scheme under which tuition was provided for students to read for the external LL.B. degree of the University of London came to an end in June, 1969. A total of 15 Hong Kong students are known to have obtained the degree under this Scheme as some students had deferred taking their degree examinations at a later date.

In marked contrast to previous year, the Department's annual reports for 1969-70 and 1970-71 were reduced to mere statistical figures in the Annual Vice-Chancellor's report. In the writer's opinion, such an omission of facts on the activities of the Department is much regretted; it would be difficult to appreciate the growth and development, if any, of the Department's annual efforts, particularly to those who are working in the field of adult education.

In 1971 the Department was asked to run a course for medical technicians. The University Gazette issued on August 1, 1971 reads:

Royal Hong Kong Jockey Club; a sum of \$100,000 to meet the cost of running two year extra-mural course for medical technicians.¹

Such an undertaking indeed signifies one of the contributions made by the Department towards the community's special needs. At this time the overwhelming majority of the so-called medical technicians who worked in the drugstores or pharmacies had no formal training at all and this course obviously helped to up-grade the standard as well as heighten the competence of those who worked in the trade. It is worth mentioning that in 1974 the Department of Extra-Mural Studies in the Chinese University again offered a similar course (reportedly owing to public demand) in Cantonese although it had to be run on a self-supporting basis which in turn means high tuition fees, limiting those who could afford to pay.

As from September 1, 1971 the last of the four staff tutors appointed in 1963 resigned. Mrs. N. Wong who joined the Department in 1963 as temporary staff tutor (later reappointed as full-time staff tutor) left the Department.

From 1971 to the early part of 1972 three new

1. University of Hong Kong Gazette, Vol. XVIII. No. 6. 1st August, 1971.

staff tutors were appointed. By May 1972 with the exception of Priscilla Tso (being the first staff tutor appointed in 1962) the Department had an entirely new staff recruited in recent years, and this apparently reaffirms the claim that the Department of Extra-Mural Studies is being used as a stepping stone for career planning and promotion purposes.

Of the ten senior staff in the Department only two are Chinese (compared with 6 in the early years) and this may explain, at least in part, that there is an obvious weakness in Chinese Studies in the Department's programme in recent years, bearing in mind that there is a full faculty of Chinese in the University. It is more interesting to note that 99% of the Colony's population is Chinese with an estimated 4 to 5% who can comfortably profit from an extramural course conducted in English. Although the Department's annual budget is classified as restricted information, nevertheless it is well known that it receives a greater sum than its counterpart in the Chinese University. One cannot help wondering whether or not it is justified to spend so much money for so few people, particularly when Hong Kong is on the edge of developing into an industrial city and playing an important part in the financial world of the South-east Asia.

PROGRAMMEINDIVIDUAL COURSES

Mr. G.H. Mboe, the first Director, arrived in Hong Kong on October 28, 1956 and stayed till January 1960. During these years the Department's work consisted solely of individual extra-mural courses in the following areas: (These courses are still being offered with varying degree of emphasis today)

Accountancy
Chinese Studies
Commerce
Economics
English Language
History
Law
Secretarial Practice

For a humble start in 1956 with 12 courses (330 students) as opposed to 41 courses (1,114 students) in 1960 the Department admitted in its annual report that "The Year's experience confirms beyond all doubt the tremendous need there is for our work; we are still, however, only touching the fringes". As seen from above, the Department's work followed closely that of the British traditions in extra-mural work (with the possible exception of the last item - Secretarial Practice). Little, if any, attention was paid to the needs of the larger public as the Department's programme was essentially designed for a small educated circle in the Colony.

In reviewing its work the Department's Board of Extra-Mural Studies concluded: (1961)

"That the present activities, though mostly proper to a department of extra-mural studies, represented only limited aspects of the work that could usefully and properly be done in this field, e.g. Tutorial classes, W.E.A. type courses and residential courses of all types were as yet undeveloped".

The Report went on to claim that the Department was handicapped in particular by having no Residential tutors or staff tutors and the lack of premises, residential or otherwise, in Kowloon and the New Territories.

In retrospect, it is difficult to see why the Department appointed an assistant to the Director in place of a staff tutor in the early years. In fact the graduate assistant did spend the greater part of his time in organizing courses. It is questionable whether it was advisable to spend so much money to appoint a Director (Professorial rank) in its first year of existence while leaving the Department practically penniless to employ staff (part-time or otherwise) who were expected to run the Department's programmes in general.

JUBILEE RALLY OF EXTRA-MURAL STUDIES

On March 18, 1961 the Department held its first Jubilee Rally of Extra-Mural Studies at the University's Loke Yew Hall. The programme was as follows:

1. Students received by the Vice-Chancellor.
2. Address of Welcome.....The Vice-Chancellor.
3. A talk on "The Adventure of Extra-Mural Education..."
The Director.
4. Special lectures...14 guest speakers.
5. Tea and Social Evening.

The Rally was attended by 685 participants. It was indeed designed as more than merely a social gathering between the students and the part-time tutors. It was an

opportunity to broaden the students' concept of extra-mural work in general.

Subsequently the Department expressed the hope that "This successful innovation will become a regular annual feature". In fact, the Rally was discontinued after 1965 although no official reasons was given for this.

NON-RESIDENTIAL COURSES (Organized in co-operation with other organizations).

For the 1962-63 academic year two such courses were organized and similar courses were offered in subsequent years.

1. Youth Leaders Training Course - organized in co-operation with the Hong Kong Federation of Youth Groups.
2. Social & Psychological Aspects of Crime - non-residential full-time courses organized in co-operation with the Police Department, 14 lectures, 4 seminars, 2 visits.

Despite the fact that four staff members left the Department during the 1964-65 academic year, it turned out to be a year of substantial achievement and development. The total number of students registered reached an all-time high of 6,341 while the number of courses held increased from 193-281. The main increase was in vocational courses while there was a decline in liberal studies. However, the Department Report (1964-65) was quick to point out that these trends were a reflection of student demand rather than programme provision. The Report went on to claim that 'In vocational and professional studies, both student and tutor do better when they have a defined and recognized objective'.

Since then there has been a gradual increased provision of examinable courses (as opposed to individual non-examinable courses) falling into two categories:

EXAMINABLE COURSES (Certificate)

- A. Those which follow the syllabuses of well established, recognized professional and other certificate, diploma and degree (LL.B.) courses.

- Examples: a. One year intensive course leading to the Intermediate Examination of the Institute of Statistics.
b. An entirely new development proposed by the Chartered Institute of Secretaries that the Department should set and mark, with their moderation, its own examination for their Intermediate Examination subjects.

The latter was particularly welcomed by the Department as such an arrangement would enable her, while maintaining international standard, to develop a syllabus more appropriate to the Hong Kong situation and eliminate those components that had no relevance or meaning in the Colony.

- B. Those planned in co-operation with local bodies of appropriate academic or professional standing and designed to provide training at needed, viable, academic and practical levels appropriate to Hong Kong.

- Examples: a. The Certificated Youth Leaders' Training Course, in co-operation with Hong Kong Federation of Youth Groups.
b. Caritas Social Work Training Course.
c. Librarianship Certificate Course - The Certificate is recognized as a qualification e.g. by the University for junior University Library posts.
d. Fuel Technology - an examinable course in co-operation with the Faculty of Engineering.
e. Applied Transistor Electronics.
f. Use of English
g. Art and Design.

Although the Department of Extramural Studies of the Chinese University of Hong Kong subsequently offered similar courses, such as a Certificate course in Librarianship, no official recognition was granted by the Chinese University of Hong Kong for junior posts in its own libraries.

The LL.B. (London) Scheme (for details see p.115)

This scheme was a unique feature of the Department's work in that it achieved the distinction of being the first and only degree course run by an extra-mural studies department in the Colony since 1964. In so doing the Law Scheme had also indirectly given added status and prestige to the Department, capable of organizing as well as running degree programme with merits.

RADIO COURSES (in co-operation with Commercial Radio)

A series of 4 courses on Banking, Elementary Accountancy, General Economics and Public Relations over Commercial Radio was organized. Each series consisted of 16 talks of 25 minutes duration. However, the series did not reappear in subsequent years and there was no official explanation by the Department. In 1973 the Department of Extra-Mural Studies in the Chinese University offered a radio course on Basic Business Administration and was well received with enrolment of over 1,000. Inadvertantly the Department had ruled itself out in programming through mass media.

SEMINARS

During the 1966-67 academic year the Department organized a number of new seminars:

1. Hong Kong Textile Industry Seminar with lectures on textile history, trends, financing and problems of production.
2. The International Textile Machinery Seminar and Exhibition - in conjunction with the International Textile Club of Zurich.
3. The Air Transport Seminar, a ten-day programme, was the first of its kind ever attempted, attracting speakers from all over the world.

4. Some Aspects of Sixth Form History Teaching.

Additional seminars were being held the next year:

1. Sea Transport
2. Industrial Design
3. Public Relations - jointly organized with the Lions International, District 303.

These seminars apparently served the needs of individual organizations or parties at the time. For reasons unknown to outsiders, the Department has since organized only limited number of seminars.

DIPLOMA COURSE IN MANAGEMENT STUDIES (3 years part-time)

The Department was empowered by the Senate in 1968 to establish a University Diploma Course in Management Studies. It is noteworthy that a Diploma course is generally viewed as academically superior to that of a certificate in the Colony. By way of comparison, the Department of Extra-Mural Studies in the Chinese University has yet been granted the power to organize a Diploma course by its Senate.

Since 1968 a significant feature of the Department's work has been greater number of courses of post-experience or refresher type, such as the Diploma Course in Management Studies. Another example was a sessional course, "Towards better school management" - which was also heavily over-subscribed.

COURSES IN CANTONESE

Expatriate officers in the Colony are, as a rule, encouraged to learn to speak Cantonese (the main local dialect in Hong Kong) and they receive increments or financial gains when reaching a certain standard based on examination results conducted either by the Hong Kong

Government Training Centre or by the Department of Extra-Mural Studies, University of Hong Kong, In recent years there was a steady increase of expatriate students attending Cantonese classes from 88 students in 1966 to 144 by the end of 1969.

SUMMARY OF PROGRAMME OFFERED BY THE DEPARTMENT.

A. NON-EXAMINABLE:

- I. Individual Extra-Mural Courses - ranging from once weekly to twice weekly of 1 hour, 1.1/2 hours or 2 hours duration each.
- II. Mid-Day Programme - once or twice weekly of 1 hour or 1.1/2 hours duration each.
- III. Mid-Day Lectures & Evening Public Lectures - normally of one hour duration each.
- IV. Seminars - intensive courses generally on full-time basis.
- V. Study Tours - South East Asia 1962-63
Japan 1963-64

B. EXAMINABLE:

- I. Certificate courses: ranging from 1 to 3 years, generally twice or thrice weekly of 2 hours each. Minimum entry requirement: School Leaving Certificate.
- II. Diploma: Post-graduate level, 3 years part-time.
- III. LL.B.(London) degree: offered from 1964-1969.

The main bulk of the Department's programme has always aimed to maintain university standard, making a demarcation between its own contribution to the community and that of the Adult Education Section of the Education Department. Such an attitude was succinctly stated by the Department's first Director G.H. Moore when he said,

Nor has there been any tendency to push the extra-mural department into doing the work of other organizations. It is recognized that a University is best at doing its own kind of work and I have not yet been asked angrily what I think I am doing in a country where thousands are starving, cannot read and write, etc., etc; an argument which in more emotional societies can be a grave handicap to this work, for it cannot compete as a vote-catcher with rural water-supplies, roads or power stations and may get trampled under-foot completely in the rush for the cake.¹

STUDENT COMPOSITION

ADULT STUDENTS AND THEIR CHARACTERISTICS

Since the inception of the Department in 1956 it has been the policy to offer extra-mural courses at university standard and this invariably affects the in-take of extra-mural students.

During the Department's first full-year programme in 1957-58, its Director was quick to point out:

Another emerging feature was large proportion² of university graduates among the applicants.

Of the 11 academic type courses offered (see table below) graduates in No. 1, 3, 5, 6 and 10 amounted to half or more of the total number applying.

1. G.H. Moore, "Myth & Reality in Hong Kong" in Adult Education, Vol. XXIX. No. 4, Spring 1957, pp.286.
2. Report of the Department of Extra-Mural Studies, 1957-58. University of Hong Kong. XXIX. No. 4, Spring 1957, pp.2

<u>COURSES</u>	<u>APPLICATION</u>
1. Civilization of the T'ang Dynasty	158
2. Elementary Mathematics from an advanced point of view	120
3. Portuguese Language and Literature	91
4. Economic Geography	51
5. Modern Poetry in England and America	48
6. Pattern Concepts in Biology	36
7. Elements of Western Architecture	42
8. Appreciation of Music	62
9. Economic Growth of Hong Kong	33
10. Modern Chinese Religious Organization	20
11. Architectural Practice and Procedure	69
Total	<u>730</u>

An analysis of the composition of the extra-mural students was made during the 1959-60 session. Strangely enough only classification of occupation was compiled:

Businessmen	318
Teachers	215
Secretaries	114
Government servants	98
Architects & Draughtsmen	42
Housewives	32
Police officers	26
undergraduates	26
Others	243

Note: 'Others' included missionaries, doctors, engineers and accountants.

Obviously a further breakdown of the figures is desirable. For example, the heading under 'Government servants' can be anything ranging from a clerical clerk to a senior administrative officer in the Government service. Businessmen can simply mean salesmen or managing director of a company. It is obvious that even such data is largely subjective as information obtained were filled

in by the students when applying for a place.

In summer 1963 Mr. Ieuan Hughes, the Department's second Director (1960-67) wrote an article on 'The Extra-Mural Student in Hong Kong' in which he described the background of the extra-mural students. The article was recorded in the Australian Journal of Adult Education, Vol. II, No. 3. July, 1963. Briefly he mentioned the following points:

AGE: 20-29 is the largest group, probably the most job and prospect conscious. The number of students in this group almost equals all the others put together and is the main component in most classes. 30-39 (1/4 of total) They are the usually settled domestically in their work and have wider and strong social interests.

OCCUPATION: The order of main group's occupation is as follows:

Clerical
Teachers
Students
Professional
Government servants
Businessmen

Note: Judging from reports published by the Department from 1959 onwards, clerical and teachers form the backbone of the student population.

EDUCATION: The vast majority have attained School Leaving Certificates and may have carried on with some post-secondary studies.

NATIONALITY: Most students are Chinese, though a great variety of nationalities are represented. Westerners form only a minority - to learn a language, more about the Orient and things Chinese.

INCOME: The bulk of the students come from the middle income groups (No exact figures given). This finding also confirms the fact that extra-mural work tends to serve a selected section of the community.

WOMEN: Most classes are mixed with women in minority. Most women are either in their early twenties or late thirties and over. About 3% of all students are housewives.

ORDER OF SUBJECTS PREFERRED:

English Language
Economics, Sociology and Law
Vocational and Higher Commercial Studies
Arts, Music and Architecture
Other Languages
Philosophy, Psychology and Education
Geography, History and International Affairs
Mathematics, Sciences and Medicine
Oriental Studies.

Note: The manner in which subjects are being grouped is open to question. However, the Department has been consistent in grouping its subjects with little variation.

MOTIVES: Obviously there are many factors involved such as age, sex, language, subject matter, social and economic security, etc.

<u>STUDENT MOTIVES</u>	<u>ESTABLISHED IN UK ORDER</u>	<u>%</u>	<u>H.K. ORDER</u>	<u>%</u>
<u>Social</u>				
a. To meet people of a particular sort	8	.26	-	-
b. To meet generally people	4	5.8	-	-
<u>Educational</u>				
a. Interest in a particular subject	1	65.8	2	30
b. General education interest	2	15.1	3	10
<u>Service</u>				
a. To equip oneself for particular function	5	4.6	-	-
b. General desire to be better citizen	3	6	-	-
<u>Vocational</u>	6	2.7	1	60
Loyalty to the Organization	7	2.2	-	-

As one may expect from a commercially-minded city like Hong Kong, the extra-mural students are highly vocationally oriented. Most of them join courses for specific reasons with a view to heighten their competence in their daily work. Another significant student characteristic is that they come as disconnected individuals. It is personal rather than a social decision such as for the good of the society or Hong Kong itself. Of the 1962-63 year students, some had attended a previous course but few came in to second year or follow-up courses which built upon their earlier studies. The main causes appear to be the difficulty of seeing education as a long term or continuing process and the desire to complete as quickly as possible what is needed at the time.

Mr. Hughes attributed this attitude to "Hong Kong's present and harsh uncertainties of its future as well as a determination to avoid involvement." Speaking from the writer's own experiences in recent years, there are encouraging signs that an increasing number of students are seeing beyond these short-sighted attitudes. Another observation was that 'Students are not over-inclined to participate'. In the vocational type of courses this may not matter so much; but in the Liberal Studies it is regrettable as it hinders the learning process and invariably makes it difficult for the tutor to communicate with his students. Probably a number of attitudes contribute to the reluctance to question or comment - traditional genuine respect for the teacher;

loss of face by the student for apparent ignorance; difficulties of comprehension and expression owing to language or cultural upbringings; and possibly the belief that one pays to listen to the teacher or tutor for what he has to say...particularly in vocational or commercial courses where more often than not acquisition of approved answers is the sole reason for attendance.

In conclusion, Mr. Hughes pointed out that there was not yet 'an extra-mural movement - one feels the disolution when the students scatter at the end of the year; and it is in faith that we cast our bread upon the waters for the coming year'.

By comparing tables published by the Department in 1959-60, 1962-63 and 1965-66 academic years, several patterns of development emerge: (The Department has ceased to publish such information since 1967)

1. The 20-29 group remained the dominant group from 1959-1966. In fact, the 20-29 group and the next group 30-39 form the backbone of extra-mural student body. Thus age appears to be an important determinant of participation.
2. The consistent way in which teachers attend extra-mural courses easily made them the most prominent group since 1959. This is a good sign as it does help to discard the terminal concept of education which has deeply entrenched in the minds of the public at large...whereby a university degree is often considered as the end of the road as far as education is concerned.
3. Of all the courses offered by the Department, English Language and Literature appeared to be developing at a rapid rate, 39 enrolment in 1959 opposed to 678 enrolment in 1966.

4. There was a big increase in the field of vocational and commercial studies from a mere 90 students in 1959 to 777 in 1965.
5. As expected, the percentage of male participation in extra-mural classes maintained throughout the period from 78.3% in 1959 to 74.4% in 1965. There was some increase of female participation in the field under the heading 'Education, Philosophy and Psychology - from 10.8% in 1959 to 47.3% in 1965.
6. It is an accepted fact that young people in Hong Kong are not educationally prepared to appreciate Chinese classics; it is significant to note that the Department apparently has made little or no efforts to offer Chinese courses of a more practical nature, providing a foundation for the more advanced courses to be appreciated at a more matured age.

Note: The Department has, for administrative purposes perhaps, regrouped its subjects every year to be printed in its annual reports and this makes it difficult to compare information recorded.

STAFF RECRUITMENT AND TRAINING

STAFF RECRUITMENT

When G.H. Moore was appointed as the first Director of Extra-Mural Studies in Hong Kong in 1956, it raised neither opposition nor emotion from the community as it was a new adventure in university adult education. It was generally treated as an ordinary university appointment, particularly when the total enrolment of the university at the time was a mere total of 834. Interestingly enough a secretary was subsequently recruited in place of any academic staff. It was not until November 1958 that an assistant to the Director was appointed.

In retrospect, it is doubtful whether or not the sequence of the first three appointments was

justifiable in view of shortage of funds for staff recruitment in a new extra-mural studies department. Since there was no suitable local candidate at the time, it would have been more realistic to appoint an oversea appointee as an acting Director at a lower rank than that of Professor, say senior lecturer or reader, to see if the person would work his way into the community before a permanent appointment was made. In so doing the additional money saved from the Directorship would enable the Department to employ at least a part-time if not a full-time staff member to organize the much needed experimental courses in its early years. Alternatively a local director could be appointed on the understanding that he be advised for a period of one or two years by a visiting consultant as suggested by Dr. J. Lowe,¹ where local susceptibilities are particularly sensitive about the appointment of expatriates to key position this may be a good idea.

It is the more strange to see the Department appointing an assistant to the Director in 1958 instead of a staff tutor even though in reality the graduate assistant was performing the task of a staff tutor. In fact, it is stated on the Notes for Discussion at Board of Extra-Mural Studies (March 10, 1961) when referring to

1. J. Lowe, "On Establishing an Extra-Mural Department in a South East Asian University" in Report of the Leverhulme Conference on Extra-Mural Studies, October 26-31, 1964. Hong Kong. pp.70.

the title of Assistant to Director:

'Status not appropriate to responsibilities, doing resident tutor work, rather than directing'.

A rare incident happened when the assistant to the Director was on leave to read for the Diploma course in Adult Education at the University of Manchester an officer in the Adult Education Section of the Education Department was transferred to the Department to fill his place. This was necessary perhaps largely due to the fact that no other sources of manpower were available at the time.

According to the Notes for Director's statement on Department's staff position for the Board of Extra-Mural Studies (27/3/63) a section of which states:

"The following summer the Education Department stepped into the breach and lent us a high Adult Education Officer while the Assistant Director of Extra-Mural Studies was on study leave".

On August 14, 1972 the writer paid a visit to I. Hughes, the former Director. It was revealed that such a secondment was made possible mainly through the wholehearted support by S.K.Cheung - then officer in charge of Adult education in the Education Department and who eventually became the first section Head when the Adult Education Section came into existence in 1954.

The Department's first staff tutor was appointed in the 1962-63 academic year. In contrast to general practice the appointee was a female graduate of the University, who had been a part-time tutor.

The establishment for 1963-64 was increased by two staff tutorships. As there were no local candidates with previous extra-mural experience, four part-time staff tutors were appointed. It is noteworthy that since 1964 new recruits, be it local or overseas candidates, have been recruited on full-time basis.

Another striking development of staff recruitment is that during the major staff change in 1964-65, four local Chinese left the Department and in turn 3 full-time and 1 part-time local Chinese were appointed to fill the vacancies.

Since 1967, coincidentally the year Mr. Hughes (The Department's second director) resigned, no local Chinese was recruited until 1972 and this undoubtedly has had its effects on the offering of courses by the Department. As most overseas or rather British appointees know nothing about the Chinese language or the local dialect, Cantonese, the language barrier coupled with lack of understanding of the Chinese community in the Colony makes their work unduly difficult and unrewarding or even frustrating. The easy way out of this dilemma is to retreat or withdraw from one's work.

Another setback to the development of good staff relationship lies in the fact that senior appointments in the Department (so far 3 posts since 1956) have been entirely recruited from overseas and this invariably antagonises the staff tutors in general, particularly the local staff. This unfortunate affair lies in the

fact that senior appointment is reportedly being made to a 'friend' of the Director and that public advertisement is merely a matter of formality. Although it is difficult to pin point the effects of such a practice, nevertheless it is disconcerting to note a general decline in programme offered and in terms of team work among the staff in the Department in recent years.

STAFF TRAINING

Formal Training:

Since the inception of extra-mural work in Hong Kong there have been only two local persons completing the diploma course in Adult Education at the University of Manchester (1962 and 1963). Both persons obtained their professional training while working in the Department, although one left in 1965 to join the Chinese University's Department of Extra-Mural Studies.

In March, 1972 the writer conducted a survey into the background and training of adult educators, holding the position of staff tutor, programme organizer or persons of similar status, in Hong Kong. A newly recruited staff tutor (British) in the Department reported to have received one year (certificate course) training in adult education at the Garnett College, University of London.

Further investigation shows that in 1970 a staff tutor was awarded a British Council Scholarship to read for the diploma course in Adult Education at the University of Manchester. But he declined the offer and instead pursued a Ph.D. course in Geography at the University of

Chicago. It was disclosed that this change of mind was largely due to lack of incentive or encouragement from the Department which was not even prepared to give some form of recognition, monetary or otherwise, for such an effort; not to mention better prospect in promotion or career-planning.

Informal Training(Conference, Seminar and Training Week-End for Tutors)

The Department's Report for the year 1960-61 has a section which states:

"Two successful innovations were the Jubille Rally and the Training Week-End for Tutors. In addition, the Higher Commercial Studies' Tutors and the Language Tutors assembled severally to discuss the problems arising in their particular fields." ¹

The Training Week-End programme included short talks by various persons after which the tutors were divided into small groups for discussion.

In 1962 W.E. Styler, visited the Department (made possible by the British Council Committee for Commonwealth Exchange). Professor Styler undertook an intensive programme of interviews, committees, conferences and visits to classes. It may be noted that Styler revisited the Department in 1964 and 1966 with the purpose of assessing and advising the Department on its future development.

On March 9th 1963 a Tutor's Conference was held.

1. The First Ten Years, Department of Extra-Mural Studies University of Hong Kong, March 1967.

The Programme included talks on Aims and Purpose in Extra-Mural Teaching and methods, Techniques and Approach.

Although 182 courses were offered during the 1962-63 academic year only 33 tutors attended the Conference. A possible explanation may lie in the fact that most tutors were already university lecturers and this caused them to think that they had already mastered the art of teaching - even though the fact is far from truth. There is indeed an acute shortage of 'good' - in the sense one can communicate with one's students in a particular field of studies - lecturers in the universities today too much emphasis to publication and research at the expense of improving teaching techniques.

Similar Tutors' Conferences were held in subsequent years with guest speakers followed by group discussions. Since the founding of the Extra-Mural Studies department in the Chinese University of Hong Kong in 1965 similar tutors' conferences has already become an annual feature of the Department's activities - although it is difficult to say whether or not the new Department has borrowed the idea from its counterpart in the University of Hong Kong; nevertheless the fact remains true that the Deputy Director and a staff tutor of the new Department were recruited from the University of Hong Kong and both were serving under the Directorship of Mr. Ieuan Hughes.

The Department's Annual Reports traditionally refer to the annual tutors' conference as training. Selected speakers normally talk about their experiences, particularly

in teaching adults, and it is, in fact, an opportunity for tutors to meet and exchange views about their experiences in extra-mural work rather than any form of training in techniques and approach in adult teaching.

The University of Hong Kong pioneered extramural work in Hong Kong and in so doing laid the foundation from which the Chinese University subsequently followed suit in 1965. It would be wrong and unfair to write off its achievement despite the fact that in recent years the Department has been running on a staggering fashion seemingly with no sense of direction or purpose as partly evidenced by the high rate of staff resignation and transfer.

One obvious weakness of the Department is the apparent lack of contact with the local community, particularly in relation to Chinese organizations and societies, bearing in mind that 98% of the population in Hong Kong is Chinese. It appears that the authority concerned deliberately maintains a courteous but distant relation with other educational or cultural institutions. The fact that the Department has almost double the size of staff of its counterpart in the Chinese University while, on paper at least, it offers less than half of the number of courses is puzzling. To be sure quality is an important element in all educational undertakings. One cannot help raising doubts on the performance by the Department in view of its manpower and financial resources.

Another striking weakness of the Department is the unusually large proportion of expatriates who, as a rule,

come to Hong Kong to do a two or three years tour before returning to their home country. Presumably these expatriates come with their special skills and knowledge; but they are also handicapped by the inevitable language and cultural barriers. However investigation by the writer reveals that of all the expatriates joining the Department in the past 17 years only one has received some form of formal training in adult education prior to arrival in Hong Kong. Surely there is a good cause for studying the motives in recruiting overseas staff in the light of their limited contribution to adult education in the colony.

Unless the Department is to reassess realistically its work, it would be difficult indeed to justify the existence of such a large staff (a total of 13 persons of lecturer rank or above) for doing so little work. In fact, anything short of a complete overhaul of the organization and administration of the Department would have little effects on its role in the field of university adult education. At the same time it is saddening to point out that there is almost a complete dearth of contact between the Department and other adult education agencies. To be fair, such a phenomenon is not an isolated case. In fact, this is the 'common disease' among various adult education organizations in Hong Kong today in which each institution conducts its own affairs as if the others do not exist at all. Several reasons may be accounted for such a phenomenon. To begin with, there are practically no genuine professional adult educators in Hong Kong today.

The people at the top are mostly administrators who have joined the profession in mid-career and often have little idea about the intrinsic value of adult education in relation to the overall educational provision. There is also an air of uncertainty about career prospects among the medium-rank officers who, in reality, perform or take charge of the daily routine. Thus it is not unusual to find the so-called adult educators working not only independently but also uninterested in what is going on in his own organization, let alone affairs in other institutions.

Thus if the Department is to assume the role in the furtherance of university adult education, it must not rest on past laurels; but instead periodically reassess its work with a view to maximise its influence to meet the needs of the changing society.

Department of Extra-Mural Studies

The Chinese University of Hong Kong

Historical Development

The Chinese University of Hong Kong was officially founded in 1963. The Fulton Commission which was set up to advise on the creation of a federal-type Chinese University of Hong Kong submitted its report in February 1963. In connection with the provision of adult education by the new University, the Fulton Commission remarks:

We have no doubt that in the course of time, the new University will wish to play its full part in organizing such a service. In providing it the University will gain as much as it gives. But we are equally sure that the establishment of machinery for adult education should be postponed until the first stage of¹ the University's progress has been consolidated...

Fortunately it did not take long before an Extra-Mural Studies Committee was appointed by the Vice-Chancellor in March 1964 to examine the possibility of instituting Extra-Mural Studies for the Chinese University and to propose a workable programme. The Committee was chaired by Mr. T.C. Cheng, President of United College, one of the three foundation colleges of the newly established university. In June 1964 a report was submitted by the Committee to the Vice-Chancellor recommending that a Department of Extra-Mural Studies be established as soon as possible.

High on the list of initial objectives adopted by the Chinese University of Hong Kong are the attainment of broad international ties and the establishment of close identity with the community.² These objectives are so designed as to ensure against the University becoming an isolated institution which confines itself to pure academic learning and in so doing loses its public support. The new University attempts to serve the community through its

1. Report of the Fulton Commission. 1963

2. The First Six Years. 1963-69. The Chinese University of Hong Kong. pp.65.

various research centres and research projects, its various faculties and participations of its individual staff members on community's various bodies and voluntary organizations. It is further claimed by the University that one of the most significant links between the University and the community is the Department of Extra-Mural Studies which is conceived as helping to integrate the University into the community which it serves.

In September 1964, Dr. C.M. Li, Vice-Chancellor of the new university, wrote to Mr. T.C. Cheng asking him to study the possibility of setting up a Provisional Board of Extra-Mural Studies under his chairmanship. The terms of reference of the Board were to advise the Vice-Chancellor on general policies concerning the promotion of extra-mural work and to recommend steps to be taken for the further development of the Department before the formation of the permanent Board of Extra-Mural Studies.

Appointment of Director.

On December 1, 1964, Mr. T.C. Cheng, President of United College of the new University, was appointed concurrently as the Director of the proposed Department of Extra-Mural Studies for an indefinite period. Mr. Cheng subsequently proposed certain lines of action be taken to initiate an extra-mural programme in the new university. Among other things, he recommended an Advisory Board for Extra-Mural Studies with its composition as follows:¹

1. Information derived from files of the Director of Extra-Mural Studies.

Director (Chairman)

Deputy Director (member & secretary)

1 Representative from each of the 3 colleges of the
University

1 Officer from the Adult Education Section of the
Education Dept.

1 Officer from the Extra-Mural Studies Department of
the University of Hong Kong.

Strangely enough the Vice-Chancellor of the new university subsequently commented that a provisional Board be set up before forming a permanent Board of Extra-Mural Studies and the proposed Board was to be composed of:

Chairman (Director)

Member of Council

College representatives

Although subsequently in January 1966 two additional members were added to the Board, no representative was invited either from the Adult Education Section (Education Department) or its counterpart in the University of Hong Kong. In retrospect, this was an unfortunate omission which otherwise would have provided the much needed link and possible coordination among various adult education organizations in the Colony. A similar sentiment was expressed by the Chairman of the University Grants Committee (Hong Kong) when he addressed the Council of the Chinese University of Hong Kong in 1969:

We do urge the two departments jointly to plan for a determined and large scale attack upon the problems of Extra-Mural and adult education in Hong Kong.¹

1. Extracts from Chairman of University Grants Committee (Hong Kong) addressing to the Council of the Chinese University of Hong Kong. 1969. Para. 45.

Perhaps Mr. I. Hughes, Director of Extra-Mural Studies of the University of Hong Kong (1960-67), was striking a note of importance when commenting on the composition of such a Board:

I should like to see the Board extended to include representatives from the post-secondary colleges, the Adult Education Section of the Education Department and representatives of the part-time tutor and student body....¹

Recruitment of Staff

In January 1965, applications were invited for the following posts in the newly established Department of Extra-Mural Studies:

Deputy Director
Staff Tutor
Clerk I
Clerk III

Interestingly enough two staff members from the Department of Extra-Mural Studies of the University of Hong Kong were recruited into the new Department with one upgraded as the Deputy Director at senior lecturer level. Both these men served under Mr. Ieuan Hughes who later claimed, perhaps justly so, that

The new Department at the Chinese University would have the benefit of Mr. Lai's long experience and so avoid the mistakes and pitfalls which had beset our own pioneering efforts.²

By March 1965 the first course (on Modern Mathematics

1. I. Hughes "The University and Adult Education" in University of Hong Kong Supplement to the Gazette, Vol. IX No.5. 1st June, 1962, pp.5.
2. Report of the Department of Extra-Mural Studies, University of Hong Kong, 1964-65.

for Teachers) was finalized with the cooperation of the Education Department. Mr. T.C. Cheng, Director of the Department, later commented in his report that

It is anticipated that there will not be enough places for all the applicants. For this reason, no special publicity will be given to the course until it has already begun.¹

This not only indicated the confidence with which the Department had at the time but also clearly demonstrated the demand for such kind of studies by a section of the public; and indeed as enrolment in subsequent years also confirmed the popularity of extra-mural courses in general by the 'educated' minority in the community.

Aims or Objectives Outlined

In the Chinese University's The First Six Years (1963-69) report, the Department asserts its aims reflecting the trend of modern educational development and the specific needs of the local community:

- (1) To interpret to the people the society in which they live;
- (2) To train people for higher competence;
- (3) To effect beneficent changes in attitude, outlook and behaviour; and
- (4) To enrich aesthetic experiences and to broaden sympathies.

It is indeed difficult to assess to what extent the Department has achieved its aims in view of the above statements. Nevertheless, some success is evidenced with particular reference to (2) by the fact that a number of graduates in the Department's examinable certificate courses

1. Director's files, Department of Extra-Mural Studies, The Chinese University of Hong Kong. March, 1965.

have since secured jobs on the strength of certificate awarded by the Department. Examples: Certificate courses in Hotel Management and Computer Fundamental and Programming.

From April 1965 till June 1966 the Department consisted of a Director (concurrently held by President of United College), a Deputy Director, a staff tutor and two clerks. In July two part-time staff were appointed to take charge of Chinese studies and Hotel Management courses. No full-time staff was recruited until January 1967 when a professional educator was appointed to develop the field in educational studies.

Provisional Board

The Provisional Board which was formed in 1966 was changed into an Advisory Board in 1967. The membership of the new Board included two members of the University Council and prominent members of the community. Although in the University's The First Six Years report, the Department claims that the Board is to advise the Vice-Chancellor on general policies and ways of promoting the Extra-Mural programme; in reality, the Board has little to do with programme-planning which is largely the work of the staff tutors. It is indeed sad to see that the new University has not been able to do away or make better use of these 'decorative' committee members, most of them have neither the time nor interest in fulfilling their role as advisers. Further investigation reveals that this is also true in other educational organizations in Hong Kong where 'big'

names are usually being displayed on boards or committees to impress the public even though it indicates merely an honorary role.

Visit of Specialist (External influence)

In a letter addressed to Mr. T.C. Cheng, Director of the Department, Mr. T.C. Lai (then Deputy Director) stressed the need for advice from an expert:

The Department of Extra-Mural Studies having now been in operation since April 1965, it seems to me that it would be a good idea to invite from abroad a distinguished adult educationalist to look at our work in its social context, in the hope that we may¹ benefit from his ideas and recommendations.

As a result, Dr. Alexander Liveright, Director of the Centre for the Study of Liberal Education For Adults at Boston University, visited the Department in April 1967. Among other recommendations, Dr. Liveright proposed that steps be taken to provide more professional staff, planning of part-time degree courses and the founding of a town-centre with additional classrooms.

Since the middle of 1967 the Department has witnessed the gradual implementation of Dr. Liveright's ideas except the part-time degree programme. The question as to whether or not what actually took place was the influence of Dr. Liveright's visit remains unanswered. Owing to limited budget and the pooling of resources by

1. Letter from T.C.Lai to T.C.Cheng, Department of Extra-Mural Studies, The Chinese University of Hong Kong. 5th January, 1966.

the University's finance office, the Department's attempt to recruit more professional staff was necessarily curtailed. In April 1969 the Department established its own Town Centre at Star House, Tsimshatsui, a conveniently located place for people coming from most parts of the Colony. One important aspiration of the Department is to organize a number of part-time degree programmes. Despite favourable response from the public and education circles, the University has not yet received the approval of the University Grants Committee to embark on part-time degree studies. Further investigation reveals that the Government is of the opinion that the two local universities should endeavour to expand the student enrolment while declining any proposal to initiate extension or part-time degree courses for adults. Despite such a setback, the Department, nevertheless, offered an experimental course in University Mathematics in 1973 by buying a course from the much publicised Open University in the United Kingdom.

Tsuen Wan Programme

In 1966 the Tsuen Wan Programme was launched and received overwhelming support from the residents of this industrial town in the New Territories. It has since become a separate unit and courses are being organized in accordance with the local needs. By studying the Department's statistics it appears that with the exception of the first year, the Tsuen Wan Programme maintains a somewhat disappointing enrolment of about 400

1. 342 students were enrolled in 10 courses in the first term. (Sept. 1966)

(two terms) per year. Tsuen Wan has a population of about half a million and yet the majority of these are factory workers and small shop owners with limited schooling and education backgrounds. The executives or technicians who work in the factories, as a rule, do not reside in Tsuen Wan area and this invariably reduces the opportunity of having them enrolled in the evening courses.

Town Centre

In April 1969, the Department established the much needed town centre at Star House, Tsimshatsui, a conveniently located office building with easy access to all forms of public transport. Prior to that date, classes had been held at the Department's headquarters and other rented premises.

In its Quadrennium Plans 1970-74 the Department was quick to point out the inadequacy of the then newly rented premises:

The space provides for 4 classrooms, a small reading room, a small conference room and a waiting and decanting area. This will temporarily relieve some pressure on accommodation, but it falls far short of the concept of a Town Centre.

Similar concern for adequate facilities was also expressed by the University in its The First Six Years Report:

The Town Centre is, in effect, the result of an accommodation crisis. The amount of public space available by borrowing was shrinking and the leasing of space became the only feasible and expedient alternative.¹

As early as 1967 when the Department was looking for office space, the writer had already pointed out the advantage as well as the practicality of acquiring its own office. Unfortunately owing to University Grants Committee policy at the time, the Department had to be content with a rented office and eventually was forced to move out in October 1973 by prohibitive rent charged by the greedy landlord.

The non-residential extra-mural centres in Britain have proved a tremendous success not only because they provide a focal point and a home for the regular extra-mural evening classes as well as a whole gamut of day time courses, but because of the immense psychological boost it gives the students to meet in a place of "their own".² During the writer's brief visit to Vaughan College in Leicester, as part of the Tour of Adult Education Institutions in England organized by the Department of Educational Studies of Edinburgh University, he was much impressed by the modern facilities as well as the variety of

1. The First Six Years Report, The Chinese University of Hong Kong, 1969, pp.69.

2. Ieuan Hughes "Adult Education in Hong Kong" in Indian Journal of Adult Education, Vol. XXIII June 1962, No.6.

programmes being conducted there. One wonders what the Chinese University Extra-Mural Studies Department could do with such a well equipped building at its disposal! It is therefore, the writer's opinion that a college specially designed with library, conference room, car parks, catering facilities will undoubtedly rewrite the history and development of university adult education in Hong Kong.

PROGRAMME

During its early years (1965) the Department appeared to follow the British tradition of organizing extra-mural courses. The fact that the first two full-time staff came from the Department of Extra-Mural Studies of the University of Hong Kong undoubtedly helped to explain the pattern of work being carried out in the new university, at least during the initial years.

Like its counterpart in the University of Hong Kong, the Department offers both individual and certificate courses in addition to special projects.

- A. Individual or non-certificate courses (no entry requirement) for general cultural education of adults:

Fields of studies:

Chinese Studies
Social Studies
Commerce & Law
Science & Mathematics
Education
Computer Science
English Languages
Arts & Music

It is obvious that the above division of studies is only an arbitrary one. In fact, this is so arranged to suit the staff tutors who are responsible for organizing various fields of studies, according to their proficiency and academic training.

Individual courses usually last from one to two hours, once weekly with total hours from 12 to 24 hours. There are three terms in a calendar year. The fees vary from approximately £3 (25p) per hour in liberal studies courses to as high as £6 (50p) per hour in the field of computer science.

B. Certificate or Examinable Courses (With specific entry requirement, normally completion of Secondary education or above) usually aiming to meet the special needs of particular professional group:

Since the inception of the first certificate course in 1966, the Department has offered certificate courses in practically all fields of studies, some of which also enlisted the support of other institutions or companies as co-sponsors. Examples of certificate courses offered by the Department:

- Hotel Management
- Tourism
- Teaching of Mathematics in Primary Schools
- Teaching of Mathematics in Secondary Schools
- Computer Fundamentals and Programming
- System Analysis
- Translation
- Applied Design
- Industrial Design
- Chinese Studies
- Transistor Technology
- Music

Judging from records, the overwhelming majority of the above courses were over-subscribed. Owing to limitation in manpower and facilities, the Department time and again had to restrict enrolment and not infrequently only a small percentage of the applicants succeeded in securing a place to read for the certificate course.

Although the Department does not conduct any follow-up study on its graduates, unofficially through social contacts and student reports, the writer has come to know that about sixty percent of certificate course graduates have since found jobs or promoted as a result of successfully completing the Department's programme. For example, about 40 of the 70 graduates in Hotel Management have since joined the hotel industry in various capacities. A number of the Applied Design graduates have also distinguished themselves by winning open Art Design awards in the Colony and abroad. It is also reported that some graduates in the Certificate of Teaching Mathematics in Secondary Schools have gained promotion partly on the strength of having successfully completed the course.

Further investigation reveals that the cancellation rate of certificate courses (mainly owing to insufficient applicants) is rare indeed. In reality, the more popular ones such as Hotel Management, Computer Fundamentals & Programming, and Teaching of Mathematics in Secondary Schools had been offered on three occasions and each time the course was heavily subscribed.

The fact that there exists a great demand for certificate courses not only demonstrates the apparent pragmatic attitude displayed by the participants but also illustrates the need for professional training at this level in the Colony.

C. Special Projects (Recent innovations)

1. Correspondence Courses:

Started in 1967 on an experimental basis, the Correspondence Courses have gradually built up from a handful of courses (3 courses in Chinese studies) to 17 with a variety of courses ranging from English languages to Chinese painting.

Correspondence courses usually run from 5 to 6 months. Textbooks, notes, and assignments are being dispatched monthly to participants who in turn are expected to submit monthly exercises for correction and comments. Investigation reveals that only about 30% of the participants regularly submit their assigned work and about 40-50% occasionally hand in exercises for correction. Among the participants enrolled, about 96% come from local as against 4% from abroad.

SUMMARY OF CORRESPONDENCE PROGRAMME (1967-74)¹

<u>YEAR</u>	<u>No.of Courses</u>	<u>No.of Terms</u>	<u>Student Enrolment</u>
1967	4	2	656
1968	8	3	1162
1969	13	3	1169
1970	13	3	1228
1971	16	3	2348
1972	18	3	2901
1973	17	3	3387
1974	17	2	1975 (till Sept)

Of all the 18 courses offered in the Correspondence Programme, courses in English languages attract the greatest number of participants. Then comes the courses in Chinese studies, which is a surprise in view of the fact that the study of Chinese languages has seldom commanded public interest, particularly among the working youth and adults. In contrast to the Correspondence courses organized by universities and colleges in United States, the Department's courses carry no credit or equivalent status. It is primarily designed for self-improvement or appreciation purposes.

The writer at one time was responsible for the administration of the Correspondence Course in its early stage and today he is somewhat perplexed by the sustained interest shown by the participants on this programme. One possible answer lies in the fact that it is university-run and that participants can 'study at home, in his own time and at his own pace.'

1. Information from the Files of Correspondence Courses, Department of Extra-Mural Studies, The Chinese University of Hong Kong.

Apart from private correspondence schools, there has been little work done in the field of correspondence studies by either the Government or voluntary organizations. Judging from the apparent interest generated by the Department's programme, there appears to be an untapped source for greater expansion and development in correspondence studies in Hong Kong.

2. An Experimental Course on Radio

In cooperation with the local Commercial Radio, the Department offered a Certificate Course in Basic Business Administration in August 1973. There was no specific entry requirements with regard to age or formal schooling although the pamphlet vaguely stressed that all participants should have acquired or reached certain standard.

This course was intended as an experiment, scheduled to be on the air twice a week half an hour each. In addition the participants are to attend a number of lectures and to read the assigned textbooks culminating at the end of every month to take a written examination - four successful examinations will lead to the award of a certificate.

Prior to public announcement of the proposed course the Department as well as the Commercial Radio apprehended a small financial loss in this new adventure and consequently decided to charge a nominal fee as a means to attract more participants. However, within weeks after the first

announcement on the radio, enrolment and enquiry flooded the Department and in the end it had to turn down hundreds of enrolment as it found it administratively difficult to handle such a large number of applicants in one single course.

Such an enthusiastic response prompted the Department to probe on the possibility of offering other courses along similar lines or formats. In the course of investigation, the writer has come to know that a sizable number of (over 50%) participants fail to follow regularly the radio broadcast. Still another portion found it difficult to comprehend the textbooks. Of the initial three courses offered in the first term (Introduction to Business, Economics and Principles of Accounting) most participants expressed little confidence in the Accounting course.

Despite the favourable response from the public, on this experimental course, the writer has reservations on this type of new adventure. To begin with, the original motive for offering this radio course is to cater for the 'mature' students. Since there is no entry requirement with regard to age or education, it is more likely than not for the Department to have enrolled 'immature' participants and subsequently high dropout rate is to be expected. Judging from the general comments from the participants it appears that most of them are not accustomed to listen to radio regularly or to complete the assigned work as required. Finally all the lecturers who give the talks did it for the first time and from listening to some of their lectures

the writer is convinced that talking through radio calls for highly polished and disciplined manners.

3. Foundation Course in University Mathematics

The main aim of this course, as claimed, is to explain not only what mathematics does - the various ways in which mathematics can be of use in other fields - but also what mathematics is. In reality, the course consisting of 36 units, is based on the Open University Mathematics Foundation Course. For every unit there are corresponding tape and film programmes, notes, assignments and text written in the programme learning style.

Entry requirement: Officially the entry requirement is Hong Kong Certificate of Education (equivalent to Scotland's O level). However, the writer has come to know in his enquiry that a number of applicants of lower standard have been accepted as mature students. During an informal talk with the person in charge of this programme, the writer was informed that at the end of the first 8 weeks all participants would be given a test and those who failed would be advised to withdraw from the course. Nevertheless, this exception to the rule invariably posts problems resulting from such a move. To begin with the University specifies that only people with school leaving certificate are eligible to be awarded a certificate after completion of a certificate course run by the Extra-Mural Department. There is also the problem of defining 'mature student'. On this particular point there is no

precedent in this Department dealing with such matters although other certificate courses occasionally do admit 'unqualified' persons to sit in without taking the examinations. The writer also senses that there is an attempt to follow the example of the Open University in U.K. where mature students are given an opportunity to read for university level courses without actually having acquired the usual formal entry requirement. However, the condition in Hong Kong is different from that of the U.K. and what is applicable in one place may not be so in another. It would be interesting to know the consequences of such an undertaking, particularly if there is a follow-up study on the students' performance and reactions.

In answering enquiry from other institutions, on the Department's work in general, Mr. T.C. Lai, Director, once remarked:

If this course proves to be a success, the Department intends to import¹ several other Open University Courses.....

STAFF TRAINING

Formal Training

The current Director, T.C. Lai, completed the Diploma Course in Adult Education at the University of Manchester in 1962 while working as Assistant to the

1. Director's Correspondence, Department of Extra-Mural Studies, The Chinese University of Hong Kong. August 1, 1973.

Director in the University of Hong Kong. In 1965 Mr. Lai joined the Chinese University of Hong Kong and was upgraded to senior lecturer level.

Until early in 1970 a staff tutor had accumulated one year long leave to study anthropology in Sydney University, no other person had been granted leave or encouraged to undertake formal studies in the field of adult education or other disciplines. It is indeed surprising to know that the University authority insisted that this staff tutor to read for an M.A. degree in Anthropology when he applied for financial assistance, pointing out the fact that Anthropology was his major in his B.A. programme. From informal talks and personal contacts the writer has the impression that most of the staff in the Department have little faith in pursuing any formal studies in adult education. They are not enthusiastic to take the much publicized 'Manchester Course' which was the first diploma course in adult education organized by a British University. Their attitude may be influenced partly by Mr. Lai's comments on the course. After he attended the course in 1961, he remarked that most of the tutors were not familiar with Hong Kong's conditions and needs and he felt that the course did not measure up to his expectation. In the past the Manchester course was attended by both British graduates and experienced adult education workers from overseas, perhaps it is important to see to it that the individual needs of the participants are noted so as to avoid disappointment and ill-feelings.¹

1 Today Manchester will not take U.K. candidates unless they have fieldwork experience.

On two separate occasions the writer visited the Department of Adult Education of the University of Manchester. He was impressed by the number of staff as well as the facilities available for research and formal studies. After reading over the diploma course contents, the writer had doubts as to what one (coming from Hong Kong in particular) might gain in acquiring the basic know-how in organizing programmes for adults, not to mention improved skill and versatility. The course itself appears to be more suitable for new graduates who wish to work with adults than for those who are already seasoned professionals in the field.

In Autumn 1971 the writer applied and was subsequently granted a subsidy from the University's Staff Development Fund to enroll for a Ph.D. degree in the Department of Educational Studies at the University of Edinburgh. In reality, the writer is the only staff member in the University who literally 'volunteered' to study adult education since the founding of the university in 1963. If adult education is to receive the proper respect among other disciplines in any university in Asia today, obviously greater emphasis and thought must be given in making it a true profession in the midst of other well established ones!

Informal Training

Like its counterpart in the University of Hong Kong, the Department's informal training, if it may be so labelled, amounts to occasional seminars as a result of

visitors or experts from abroad. In reality, such a meeting can best be described as a social meeting providing an opportunity for exchange of ideas and information.

During early 1969, T.C. Lai, then Deputy Director, suggested to invite persons outside the university to give a short talk on every Wednesday morning with an aim to stimulate the staff to fermentate as it was called. Unfortunately the scheme fell through partly because most speakers had little notion about adult education and partly because such meetings lacked preparation and more often than not turned out to be a waste of time on the parties concerned.

The fact that the Department has failed sadly on regular staff training is not without reasons. To begin with there is an age gap among its staff, about half from mid-thirties to another half in early fifties. Although in recent years outcries have been made to prolong the working age from 55 to 60 in the Government Civil Services, yet there is little evidence to justify such claim except the rare ones. In the two local universities, the retiring age is 60 and in special cases it may be extended to 65. One embarrassing fact is that most people when reaching fifties in Hong Kong today, tend to look towards retirement and 'soft' life while giving little desire for strenuous or serious work. Secondly the Department's main concern seems to centre on the number of enrolment which is to be submitted to the university authority at

the end of every academic year. Thus consciously or unconsciously all staff tutors endeavour to maintain a 'respectable' figure, often at the expense of the participants by running a large class or offering the popular courses only. Finally, there are only about eight persons (up till summer 1973) who have completed a diploma course in adult education in Hong Kong today and the staff tutors in the university often treated as specialists in the field even though the overwhelming majority of them have not been trained, locally or abroad.

STUDENTS CHARACTERISTICS

Since the inception of Extra-Mural work in Hong Kong in 1956 no student survey or survey of any kind had been conducted by the two universities until in Autumn 1968 the Extra-Mural Studies Department of the Chinese University devised an Extra-Mural Survey on: Participants & Participation. It was aimed to find answers on such questions as "Who attends Extra-Mural Courses?" "What is the educational level of the extra-mural students?" "What is the motive for taking up extra-mural course?" etc.

The Extra-Mural Survey made no attempt to cover all students registered during the September session (approx. 4000) of 1968. It was restricted to only those students present at the time of the survey. The questionnaire method was used for obvious reasons. The fact that members of the Department staff and research assistants were present in classes helped to explain the

high rate of return (60%). Subsequently some of the statistical data were released in condensed form in the Department's Newsletter, published thrice a year. With reference to the statistics available, the following interpretations seem probable:¹

Age	17- 21	22- 27	28- 33	34- 39	40- 45	46- 51	52- 57	58 or above	No Response	TOTAL
Students	520	566	293	172	85	6.5	43	23	3	N:1770
% Total	29.3	31.9	16.5	9.7	4.8	3.6	2.4	1.2	0.1	99.99

The above figures show that 77.5% of the students are under 33 and this may well reflect the fact that over 50% of Hong Kong's population is under 30 today, according to Hong Kong Monthly Digest of Statistics released by the Government. For comparison, reports on student age by the Department of Extra-Mural Studies of the University of Hong Kong also coincides with that of the Chinese University with the 20-30 age group being the predominant one.

1. Newsletter, Department of Extra-Mural Studies, The Chinese University of Hong Kong, No.3. January 1969.

Education	Post Grad	Grad.	Under grad	Post Sec	Post Sec Uncomplete	Secondary	Secondary Uncomplete
Students	38	216	129	318	201	693	156
% Total	2.1	12.2	7.2	17.9	11.3	39.1	8.8

Primary or under	No Response	Total
16	3	1770
8	1	99.99

Judging from the above table, it is obvious that extra-mural courses are largely attended by persons who have had secondary education and above (89.8%). It is difficult to compare the educational background of an extra-mural student with that of a university undergraduate as the educational nomenclature of Hong Kong is confusing, to say the least. It is nevertheless generally believed that an extra-mural student is often different from, but not less qualified; and in some cases more highly educated than an internal university student. Judging from this and other studies it appears that there exists a positive correlation between participation and a high level of educational attainment. Indeed, a law of participation might be so stated: 'the more education a person has experienced, the more he seeks it; the less education a person has received, the less he seeks it' ¹

1. John Lowe, Adult Education in England and Wales, Michael Joseph Ltd., 1970. pp.253-270.

Professional	Educational	Technical	Social Work	Clerical	Missionary	Housewife
96	382	103	82	404	23	19

Students	Artist	Musician	Journalist	Business Owners	Semi-Skilled	Secretarial
268	11	2	15	99	29	61

Manual	Supervisory	Retired	Others	Nursing	No Response	N
7	65	4	45	9	3	1737

Obviously the above classification is not inclusive and to some extent highly generalized. However, it does give some indication to the composition of the participants. The above findings apparently correlate well with a report by Dees and Parsons of Glasgow University in which it claims that 'University adult education was largely enjoyed by the higher intellectual strata of society and that the proportion of students who did manual work of any sort was insignificant'. The large proportion of persons listed under the headings of clerical and educational incidentally also fits into the same pattern of student composition published by the Department of Extra-Mural Studies of the Hong Kong University in the early sixties (for details, see the section on Hong Kong University).

Fields of Study	Chinese Studies	Phil. Psy. & Soc. Sciences	Econ.	Education	Sci. & Maths.	English
Courses offered	18	18	24	12	16	14
No. of Students	350	552	783	505	522	797

Art & Music	Others
21	10
473	107

Being a highly pragmatic society it is not difficult to see why English and Economics courses have attracted the largest number of participants. As expected, the group under Education is almost exclusively attended by teachers, about one-fifth of these are kindergarten teachers. The fact that the Education Department only trains about 40 kindergarten teachers a year helps to explain why courses in pre-school education are usually heavily subscribed, bearing in mind that there are over 130,000 children enrolled in kindergartens and nurseries in Hong Kong today. The survey also reveals that 76.3% of the students indicate that the courses they were attending helped to provide occupational competence and 45% believed that the courses directly helped making a living. From informal talks with the staff in the Department it is indeed difficult to substantiate such claims although these findings appear to reveal the participants' pragmatic attitude in their pursuit of knowledge.

By and large people enroll for personal interest, although one can never be sure why students come. To use the professional jargon, the participants are largely problem-oriented! The motives of adult students have been stated by Norman Dees as follows:¹

1. As a means of relaxation.
2. To find a focus for reading.
3. To meet people and share in an activity.
4. To try to make sense of a puzzling world.
5. To change the world.
6. To fill conscious gaps in earlier education.
7. To equip for a career in Local Government or the Trade Union.

Obviously the complexity of student motives does not end there. They vary with different classes and circumstances. The writer, in passing, hastens to add that the important thing is that the participants keep coming and asking for more! In the final analysis, the experience in joining an extra-mural class is bound to be educational and at times rewarding.

The Extra-Mural Survey also shows that extra-mural students tend to be more fluent in English than they are in Mandarin, which is also a true reflection of the people in Hong Kong today. 56% students indicate fluency in English as compared to 32% in Mandarin and 2.3% indicate ignorance of the English language as compared to Mandarin's 11%. These figures merely confirm the fact that Hong Kong might have absorbed thousands of refugees from China (mainly from

1. Norman Dees, "Why do They Come to the Classes" in Adult Education, Mar. 1951

the North with Mandarin as the chief dialect) in the past decades, the local dialect is still Cantonese and in the business world, English is supreme. In the light of current world affairs, it is likely that Mandarin will become more popular and the Department, in response to this need, has since offered several courses in the study of Mandarin.

In late 1971 the Department again attempted to find out more about the background of the participants. Dr. Robert Chin of Michigan University agreed to take charge of such an exercise. With some modifications, Dr. Chin decided to use the 1968 Extra-Mural Survey again in questionnaire form. By May 1972 the returns were counted and accordingly data were fed into the university computer for analysis purposes. However, Dr. Chin departed shortly afterwards and today the Department is still waiting for his long overdue report.

In the course of research, the writer discovered that the Extra-Mural Studies department in Singapore had recently conducted a survey on Continuing Education and Social Mobility. For the sake of comparison, perhaps it is fitting to compare the major findings of this survey and that of the 1968 Extra-Mural Survey by the Chinese University; for Singapore with a population of over 2.1/2 million living in a congested city (225 sq. miles), mostly of Chinese origin, is similar to that of the situation in Hong Kong.

Briefly the Department of Extra-Mural Studies in the University of Singapore was founded in 1964 under the guidance of a visiting Director, Dr. John Lowe of Liverpool University.¹ Dr. Lowe arrived in October 1963 and launched the first pilot courses in early 1964. Incidentally the Extra-Mural Studies Department in the Chinese University was established in April 1965 and it was reported that both departments were under the influence of the Leverhulme Conference held in Hong Kong in 1964.

The Singapore Survey on Continuing Education and Social Mobility, conducted in September 1973, aimed at response from participants who attended extra-mural courses between 1965-1970. The sample size adopted was 8000 out of an enrolment of 15,387. The questionnaire method was used. About 2500 questionnaires were returned and this is slightly less than one-third of the adopted sample of 8000. The proportion of males 1864 (74.6%) to females (25.4%) was roughly 3:1.²

Socio-economic characteristics: It is reported that most of the respondents were between 20-44 years of age and 47.4% of them were in the 25-34 age group. This apparently indicates similar pattern in the 1968 Extra-Mural Survey conducted by the Chinese University of Hong Kong...which

1. ASPBAE Journal, Asian South Pacific Bureau of Adult Education, Vol. 1. No.1 August 1966. pp.51.
2. Preliminary Report on Continuing Education and Social Mobility, Department of Extra-Mural Studies, University of Singapore. September 1973.

reports 31.9% of its participants were between the age of 22-27 and another 16.5% between 28-33, making a total of 48.4% for the 22-33 group. The above figures appear to be young when compared with England; the majority of participants are in the age range 30 to 50 with the mode following between 35 and 45 and the rate of participants rises to a peak at somewhere between 35 and 40.¹ It is indeed encouraging to have young audience which begin to show some interest in cultural affairs in the midst of all sorts of worldly entertainments.

The Singapore Survey also reveals that professional, technical and related workers made up 46.4% of the respondents while the Chinese University Survey claims that the clerical and educational & students constitute more than half of its participants.

One should bear in mind, however, that the two surveys have different classifications and that what one considers 'educational' in Singapore may not be so in Hong Kong. Nevertheless, both surveys appear to confirm the fact that extra-mural classes are usually attended by persons with secondary education background or above. In fact these findings correlate well with the results in Chicago where John Johnstone stated: A person who had been to college, who worked in a white collar occupation and who

1. For detail, see summary of its findings in Dr.J.Lowe's book: Adult Education in England and Wales: a critical study, London, 1970, pp.140-55.

made more than \$7000 a year was about six times more likely to be active in adult education than a person who had never been beyond grade school who worked in a blue collar occupation.

The Singapore Survey also reports that 59% of its respondents are of middle class according to their claimed income. The survey by the Chinese University does not entertain this type of question for the obvious reason that in Hong Kong social class ranking is commonly and chiefly referred to one's financial resources and yet rarely will one reveal all one's earnings even in a survey. A recent report by the Government on personal income also warns that it is incorrect to relate income to salary only as a considerable number of people have other means of earning additional income.

Educational and Linguistic characteristics:

Unlike Hong Kong where more than 90% of the population is Cantonese speaking, Singapore has been a multi-lingual for decades.¹ It is indeed not difficult to see why the Singapore Survey reports that 73.2% of the participants could be described as being capable of following courses in English Language. In the Chinese University with the exception of courses in English Languages and Computer Science, most of the courses are conducted in Cantonese. The Singapore Survey claims that 32.7% of its respondents had completed university education compared with 14.3% in the

1. M.Baker, Extra-Mural Studies in Singapore, ASPBAE Journal, Vol.1. No. 1. August, 1966. pp.48.

Chinese University; 61.3% had either completed secondary or post-secondary compared with 68.3% in the Chinese University. These figures appear to indicate that extra-mural courses in Singapore are attended by a greater percentage of university graduates than that of Hong Kong. However, one must bear in mind that the Survey conducted in Singapore covered a period of five years (1965-70) whilst the Chinese University Survey was concerned with one year only.

Motivation and Continuing Education: The Singapore Survey reports that the pattern of response on motivation for participating in extra-mural courses seem to point to two things: There was an intrinsic regard for education as a worthwhile activity and that education was considered a dominant means of acquiring advancement in economic life. The latter part was, to some extent, validated when respondents were asked whether participation in extra-mural courses helped them in their occupational advancement. 53.8% of the male and 40.9% of the female replied that it had been helpful or very helpful. Similar response was obtained from the 1968 Extra-Mural Survey in Hong Kong in which 45% claimed that the courses directly helped making a living. The writer is sceptical about such assumption by the participants for fear of misinterpretation or misunderstanding of the question asked. It appears that further clarification is in order before such a sweeping statement can be accepted with confidence.

Types of Courses conducted: Between 1965-1970

the University of Singapore offered the following extra-mural courses: (total 439 courses)

106 courses related to Economics	24%
58 courses in Language & Literature	13%
48 courses in Law	10.9%
42 courses in Science & Technology	9.6%
36 courses in Politics and History	8.2%
35 courses in Health & Medicine	8%
32 courses in Education	7.3%

Note: The above figures only pertain to the first - seven frequency rank order.

By way of comparison, the 1968 Extra-Mural Survey of the Chinese University reports the following findings:

Fields of Study	Chinese Phil. & Studies	Phil. & Soc. Sciences	Econ.	Education	Sci. & Maths
Courses offered	18	18	24	12	16
No. of students	350	552	783	505	522

English	Arts & Music	Others
14	21	10
797	473	107

It should be obvious that classification of courses by the two universities differ markedly from one another. What is considered to be 'educational' in one university may also be listed under 'social science' in another. The preliminary report by the Singapore University does not give

percentage of student participation in individual courses and this gives rise to uncertainty when compared with the statistics reported by the Chinese University.

Nevertheless, courses in the field of Economics appear to attract most interest, having the greatest number of enrolment in both universities. Such a phenomenon can be taken as something more than a mere coincidence in view of the utilitarian attitudes prominent in both cities.

Course Cancelled rate: In the course of research, the writer was able to secure information on course cancellation rate from the Chinese University of Hong Kong while similar data were not available from the Singapore University.

Year	No.of Courses offered	No. of Courses cancelled	in %
1965-66	139	15	11%
1966-67	262	24	9%
1967-68	278	42	15%
1968-69	387	35	9%
1969-70	422	56	13%
1970-71	477	58	12%
1971-72	474	51	11%
1972-73	517	38	7%
1973-74	554	37	6.6%

Further investigation reveals that the large % of cancellation rate in 1967-68 was largely due to the riotous situation in Hong Kong between May-October 1967. The overall cancellation rate is about 11% which has caused little inconvenience or financial loss to the Department concerned.

SUMMARY OF EXTRA-MURAL WORK IN HONG KONG

As we have seen extra-mural work in Hong Kong has grown from a handful of courses in 1956 to over 500 courses offered by the two universities. It is likely that enrolment will continue to grow, judging from the past performances.

Apart from quantitative expansion both in enrolment number and psysical facilities, it is the opinion of the writer that the time is ripe for the two departments of extra-mural studies to reassess their work with particular reference to programme offered in relation to social changes taking place and the long neglected problem of research and staff training. Since the first inception of extra-mural work in Hong Kong, programme planning has been largely relying on the guesswork or experience of the staff tutors although the Department of Extra-Mural Studies in the Chinese University forcibly claimed in its Newsletter that courses offered was the result of staff meeting.¹ The fact is far from true, speaking from the writer's experience and observation. So far emphasis centres mainly on the variety and number of courses offered while little attention is paid to quality control or ways and means of ensuring certain standard. For example, a certificate course in Hotel Management offered by the Chinese University was largely taught by local hotel staff many of whom though efficient in their work yet at the same time found it difficult to impart knowledge and skill in a classroom situation. Investigation reveals that a sizable

1. Newsletter. Department of Extra-Mural Studies, The Chinese University of Hong Kong. No.10. May 1971.

portion of the lecturer in this course had never taught in their lives prior to appointment by the extra-mural department. (over 50%)

Ideally all prospective part-time lecturers should undergo a period of initial training before taking up their post. The two departments of extra-mural studies may do well in following the example set by the Adult Education Section of the Education Department which requires all part-time teachers to undertake the Section's training programme prior to actual appointment. No doubt such a provision may provoke the displeasure or even anger some of the extra-mural lecturers (particularly those from the universities) who may be well versed in the specialities but all the same ignorant of the difference between teaching captive audience such as university internal students and that of a group of adults with markedly diversified backgrounds. The writer believes that such an exercise will prove in the long run beneficial to all concerned, particularly in view of some of the complaints received by the extra-mural departments in recent years.

As indicated earlier, the bulk of extra-mural courses are mainly organized by the staff tutors who, always without exception, operate on a 'trial and error' or 'hit or miss' basis. There is very little scientific basis in programme planning. It seems desirable to look into the possibility of re-staffing the extra-mural departments with two distinct categories namely, administrative personnel and academic staff. Such an arrangement would

not only clarify the much-confused status of the staff concerned; but also, in so doing, make future recruitment more precise and attractive to the professionals in the field. At the moment, the staff tutors are simply programme organisers although they are lecturer in rank when compared with the internal university staff.

Another glaring drawback of extra-mural work in Hong Kong is the dearth of research and training conducted by the universities in the field of adult education. Apart from the brief survey conducted by the Chinese university in 1968 and the survey on programme organisers conducted by the writer in 1972 (for detail see chapter 6), there has been no record of any other investigation or research initiated by the extra-mural studies departments. Being an institute for higher learning, it is difficult indeed to justify such an omission. Perhaps Dr. J. Lowe was making a relevant point when he remarked that 'where there has been a positive orientation towards research in adult education, the department (formally designated as the department of extra-mural studies in England or Wales) may be simply called the Department of Adult Education.'¹

Although the problem of training adult educators and research has apparently been neglected by the staff tutors in general owing to heavy administrative load and possibly weak academic backgrounds; there appears a ray of

1. J. Lowe, Adult Education in England and Wales, Michael Joseph Limited. 1970. pp.97.

hope in that the Constitution of the recently formed Preparatory Committee of the Hong Kong Council of Continuing Education has provision to encourage and co-ordinate research projects and studies necessary to the development of Continuing Education in Hong Kong.¹ The question of when and how does the Council propose to embark on training or research project remains to be seen. It is hoped that the to-be-formed Council does not stop short of making empty promises and unfulfilled claims!

At the recent Asian-South Pacific Bureau of Adult Education Workshop on Training of Adult Educators held in New Delhi, India (May 1974) the Workshop recommends that an Asian-South Pacific Center for Adult and Continuing Education be established some-where in the South-East Asian region to advocate, promote, assist and guide the cause of adult and continuing education in the context of live-long learning of the region.² Judging from past experiences, it is doubtful that anything concrete or substantial could possibly come out from a Workshop of this nature, with diverging views and interests from various parts of Asia. Nevertheless, one is sanguine in the hope that at least a "clearing house" may be established for the purpose of exchanging ideas and the sharing of experiences in the promotion of adult educational work in South-East Asian countries.

1. Proposed Constitution of the Hong Kong Council of Continuing Education.
2. Recommendations of the Asian-South Pacific Workshop on "Training of Adult Educators". New Delhi, India May 4-11. 1974

In criticising the extra-mural department for lack of research, the writer is also aware of the fact that the staff tutors in Hong Kong are so preoccupied with programme planning and routine administration that they have little time for reflection or initiating, let alone research and supervision. Unlike its counterparts in England or Wales where there may be a distinction between staff tutor and organising tutor, the staff tutors here are in reality programme organisers with little or no teaching loads at all. Nevertheless, in view of rapid increase in both enrolment and course coverage, there appears no reason why the local extra-mural departments should not be 'up-graded' as department of adult education; and in so doing, it can positively contribute in making adult education a true and respectable profession among other disciplines in the community!

CHAPTER SIXPrivate Organisations

There are two groups of private organisations:

- (1) Schools: Post-Secondary Colleges
Vocational & Technical Schools
Private Night Schools

- (2) Voluntary Associations:

Kaifong (Neighbourhood) Welfare Associations
Y.M.C.A. & Y.W.C.A.
British Council
Hong Kong Caritas
Hong Kong Council of Social Services

Private Schools

As noted in Chapters 2 and 3, education in Hong Kong is voluntary and is in the hands of Government, Missionary bodies and private individuals. It was true in the early years and it still holds true today that the bulk of the student population is studying in private schools.

The first Education Department report after the Second World War has a small section on Evening Classes which reads:¹

Engineering: Preliminary I	Tai Koo Dock	82 students
	Kowloon Dock	173 students
Shipbuilding: Year I		26 students

It should be obvious that the above classes were either pre-vocational or vocational training and catered for a very limited audience. There was no record of students registered under the private schools. In the course of investigation, the writer was not able to secure such information from other sources. Subsequent correspondence with the Education Department reveals that statistical data on private schools prior to 1952 are not available.

1 Education Department Annual Report for the year 1946.

The problem in obtaining information about private schools lies in the fact that private schools are run on profit motive in a business manner. It is an accepted practice in Hong Kong that most business men keep two or three sets of accounts in order to satisfy different parties. As a result, it is extremely difficult, if not impossible, to get the true picture, as it were, from the principals or managers of the private schools. It may also be pointed out in passing that the private school board members are officially termed managers as if they were actually running a business firm. In any case, one must treat the printed information reported by the private schools with some reservations.

The writer made no further attempt, after failing to secure certain information from a number of schools, to examine the relevant data from the private school sector. Instead, through the Information and Public Relations Section of the Education Department, it was possible to obtain the official registration records as follows:

Year as at Sept.	Post-Secondary Colleges			Private Adult Vocational Classes			Evening Colleges		
	No. of Schools Registered	Enrolment Male Female		No. of Schools Registered	Enrolment Male Female		No. of Schools registered	Enrolment Male Female	
1945									
1946									
1949	NOT AVAILABLE								
1950									
1951									
1959	9	2397	1166	49	2658	2435	9	11561	5562
1960	9	2521	1076	53	3548	2616	9	13077	6722
1961	9	2724	1206	56	4159	2761	15	14911	8483
1969	11	5545	2211	156	11970	9659	18	19985	13694
1970	11	6537	2542	178	12599	9935	15	22212	13868
1971	11	7007	2818	198	12801	11043	15	22705	14271
1972	12	8181	2871	207	14518	13641	15	23636	13189

Post-Secondary Colleges

With reference to the above table, the heading under Post-Secondary is self-explanatory in that they are colleges designed for young adults who normally are expected to have reached the standard of secondary education, although it is known that entrance requirements vary from one college to another. The certificate or diploma awarded by these colleges (except one) are not recognized by the Government and hence they have a rather low status in the local education circle. Despite such an obvious drawback, the existence of such colleges clearly demonstrates the fact that there is a great demand for post-secondary education and that the Government so far has not been able to offer adequate places at this level of education.

In recent years a number of these post-secondary colleges attempted to offer limited number of evening courses for adults, following the pattern of the extra-mural courses run by the universities. In fact, courses offered by such colleges are usually advertised as extra-mural courses even though these colleges have not achieved the equivalent of university standard, as viewed and treated by the Government and the public at large.

Private Adult Vocational Schools

According to the Education Department, the number of private adult vocational schools has been increasing, from 49 schools in 1959 to 207 by September 1972. Correspondingly enrolment figures also rose from 5093 (2658 males) to 28159 (14518 males) during the same period. The size of these schools varies substantially from as small as 2 or 3 rooms in residential flats to a school with over 24 classrooms. Among the usual courses offered, subjects in the

commercial field attract most enrolment. The most popular courses appear to be typing, shorthand, book-keeping, and radio-TV repairs.

One striking feature of these schools is that enrolment fluctuates from season to season and the possible reason accounted for such a phenomenon is that tuition fees are paid on a monthly basis. As a rule, there is no rigid entrance requirement and applicants are fitted into a particular level to which he or she desires when enrolled. Teaching standards, as remarked occasionally by the Education Department, vary markedly from one individual teacher to another as the overwhelming majority of these teachers have not received any training in teaching, let alone in teaching adults. It is envisaged that the demand for such schools will continue into the late 70's, depending partly on the development of the newly established Hong Kong Polytechnic which also intends to expand its evening programmes to about 8000 part-time students by 1978¹ and partly on the demand for such type of labour from the commercial circle in Hong Kong. A recent article by J.R. Scholz, co-ordinator of Caritas Vocational Training and Education Department, depicts the fact that choosing a career has become increasingly difficult and complex in Hong Kong and that the vast majority of job-seekers are employed at the semi-skilled level - junior clerks such as typists, telephone operators.² Mr. Scholz's findings apparently confirm the popularity and demand for such training by the young adults in Hong Kong today.

1 Hong Kong Standard. Sunday, December 16, 1973. pp.30

2 J.R. Scholz, "Young Man's Guide to the Job Market", South China Morning Post. Friday, September 7, 1973.

Evening Colleges

As noted on the previous table (page 193) the number of Evening Colleges also grew from 9 in 1959 to 15 by September 1972 and enrolment increased from 17123 (11561 males) to 36875 (23686 males) for the same period. In reality, there is no clear demarcation between Private Adult Vocational Schools and Evening Colleges as some colleges also offer commercial subjects in addition to traditional secondary school subjects. The division is chiefly designed for registration purposes. Despite the Government's efforts in offering educational opportunities to young adults through the Evening Institute under the Education Department, there is obviously a gap between the demand and the availability of places for vocational training as well as traditional academic school education, as evidenced by the gradual expansion of private adult vocational schools and evening colleges.

One should bear in mind that the participants in these schools and colleges usually come with one objective; this is to acquire a certain skill leading to the award of a certificate hopefully with 'marketable' value. There is no evidence, as far as the writer could gather, that at any stage the idea of lifelong learning has been implanted into the programmes offered. In fact, there is doubt as to whether or not the supervisors or managers of such schools are aware of the existence of such term and concept, let alone expression or involvement. Since all these institutions are run on a business and profit-making basis, their existence depends solely on the demand for such form of education or training by the public at large. The remarkable growth of the economy in recent years (for example, in 1968 and 1969 exports have each risen by 25% over the previous year

while in 1973 a phenomenal 30% growth rate was reached).¹ has further reiterated the need of this semi-skilled labour. Fortunately there is growing awareness of such demand as witnessed by the increased offer in this field by the voluntary organisations, notably the Caritas Hong Kong which offers both full-time and part-time courses of practical or commercial nature.

Hitherto, attention has been primarily directed towards the provision of adequate places for those who wished to receive some form of training while little emphasis is centred on the equality of the programmes being offered. In theory, the Education Department is authorized to send inspectors to any of the adult vocational schools or evening colleges for the purposes of ensuring a minimum standard. However, owing to limited resources and man-power, inspection often means little more than a routine visit, rarely in dealing with such crucial matters as teaching methods or curriculum planning. In criticising the Education Department for somewhat uninterested attitude in dealing with private schools, the writer is also aware of the fact that the managers or principals of such schools often treat the staff from the Education Department with awe and suspicion. Little wonder there is hardly any informal contact between them apart from official visits and occasional inspection. It is the writer's opinion that the Education Department should take the initiative not only to improve the relationship between itself and the private schools, but also to aim at improving the quality of education offered by these schools through constructive discussions and timely advice, since the Government cannot provide adequate places to meet the

1 K. Hopkins (ed.) Hong Kong: The Industrial Colony. Oxford University Press, 1971, pp. XII. (See also South China Morning Post, Jan. 15, 1974).

demand for vocational and academic studies in the evening for adults.

In the past, Hong Kong has been fortunate in experiencing phenomenal industrial growth; but there is no guarantee that such rapid growth will continue unchecked, particularly in view of the fact that industrial production has become more sophisticated and competitive in price. Surely the industry as well as the business sector can ill-afford to sit back and rest only on past laurels. As noted earlier, Hong Kong has been acutely short of trained technicians, and semi-skilled labour, and it appears that much can be accomplished to alleviate such a burden through part-time evening training by either the Government or private institutions. At the same time, it is only logical to look into the future, making calculated guesses, if necessary, about the possible changes and needs of local industry with far-reaching implications and consequences. Thus it is clear that the private schools and colleges will continue to play a significant role in the development and expansion of Hong Kong's economy in the years to come.

THE VOLUNTARY ORGANIZATIONS

In Hong Kong, as in the United Kingdom, discussion about adult education and its practicality cannot be complete without taking into consideration the contributions made by the voluntary organizations. These organizations usually grow out of circumstances, out of urgent needs of particular groups or out of the climate of opinion at a given time, such as the Y.M.C.A. movement, founded in the mid-19th century by George Williams.

The educational activities of voluntary associations are almost all of a kind in one main respect. They are ancillary to other purposes.¹ The same is true in Hong Kong as educational activities are of only secondary importance in the various voluntary organizations' overall programme. In fact, these organizations have educative rather educational purposes. In other words, the education they offer to their members is carried out by way of meeting other aims and purposes. This is not to say that their work is less valuable or less important. It is different. It is necessary to take such a distinction into consideration in any appraisal of their contribution to adult education.

To be sure, some voluntary organizations' educational programmes may be primarily concerned with making their members 'better' and more effective in the association to which they subscribe. Yet most of these such as Caritas, Y.M.C.A. and Y.W.C.A. in recent years have begun to recognize the importance of the lifelong education concept and not merely a utilitarian outlook in its offers in the sphere of education.

1 E.F. Bellchambers & Rev. Canon L.G. Appleton, "The Voluntary Association" in Lifelong Learning. Edited by F.W. Jessup. Pergamon Press. 1969

As pointed out by F.W. Jessup,¹ the major responsibility for adult education must rest with Government; but he goes on to emphasise that government responsibility does not mean government monopoly and that because it must be voluntarily undertaken it ought to reflect this voluntary nature in its organization and administration. This kind of participation is itself part of the educational process.

In theory, adult education provided by voluntary organizations makes possible free and uninhibited discussion of important controversial issues such as the Vietnam War or Corruption in the Government Departments. This unfortunately is sadly lacking in Hong Kong today as evidenced by the massive programmes mainly of remedial, vocational or even recreational nature. This is so chiefly because of the political climate in Hong Kong where the overwhelming majority of the people are politically non-committed or politically inert as described by John Koffend in his recent article, The Incredible Relic.² Another distinct advantage of voluntary associations is that it is in a real sense a fraternity. Members may hold divergent views on many things, there are common interests and purposes at a certain level. More often than not it provides the kind of climate in which people from all walks of life may be able to mingle together as in so doing it is possible to reach people who might never be drawn to the more formalized institutions of education.

There are, of course, weaknesses in the organization and administration of the voluntary organizations with particular reference to the sphere of educational activities. Chairmen of the voluntary organizations are usually selected on a yearly basis and the

1 F.W. Jessup, "The Idea of Lifelong Learning", in Lifelong Learning edited by F.W. Jessup. Pergamon Press. 1969.

2 John Koffend, "The Incredible Relic", in The Asia Magazine. October 1973.

frequency with which the Heads are nominated or elected invariably affects the smooth running of the day-to-day affairs. With some exceptions, the slender financial resources can lead to inadequate measures and tend to breed over-cautiousness leading to indecision or loss of timing on a particular project. Although in recent years as a result of the annual Community Chest Drive the voluntary organizations are stepping on firmer ground.

As will be seen in subsequent pages, the work of a number of the more established voluntary organizations is being scrutinized. To some, adult education only receives peripheral interest while others may devote a greater portion of its work through the medium of education in varied fashions.

Y.M.C.A.Brief History

On the warm Sunday evening of June 6, 1844, twelve men met in London, England, in the home of George Williams to organize a society for the improvement of the spiritual condition of young men. Out of this simple meeting emerged a movement, the Young Men's Christian Association In 1899 two YMCA workers in China came to Hong Kong to explore the prospects for YMCA work in the Colony. Two years later rooms were rented at 27 Des Voeux Road, C., and on Feb. 11, 1902, 250 persons attended a reception marking the beginning of the YMCA.¹

Under the guidance of a Board of Directors, work with both Chinese and English speaking people began with courses being offered on such subjects as Bible Studies, English Languages and Physical Fitness.

In 1908 it was mutually agreed that there should be two Associations, namely the Chinese and the English Speaking. The first membership drive of the Chinese YMCA in 1910 had a goal of 1000 members but realized an actual total of 1300 members when the campaign closed. A hostel was built on Bridges Street near Queen's College in 1913 followed by the opening of a multi-purpose centre across the street in 1918.

The English Speaking Department incorporated in 1923 as the 'YMCA of Hong Kong'. After delays due to the First World War, a new building on Salisbury Road was opened in 1925. This building

1 Development of Y.M.C.A.'s in Hong Kong, published by YMCA on the occasion of the 70th Anniversary of the Founding of YMCA in Hong Kong Movement. 1971.

housed troops during 1926-27, setting a pattern of service which the YMCA to this day continues to serve armed forces and their families.

During the Japanese occupation between 1941-45 the work of both Chinese and English YMCA virtually came to a standstill and most of the buildings were looted, with furniture and equipment being taken away.

In 1961 the two Associations became full members of the World Alliance of YMCAs through the newly formed Hong Kong Council of YMCAs. This Council co-ordinates the work of the Chinese and English Associations, guides the work of YMCA Training Institutes and officially represents the YMCA movement in the Colony.

On the occasion of its 70th Anniversary (1971) the YMCA was able to report that the two Associations were at work in 28 programme centres in Hong Kong with a total membership of 18,000. However, it was also pointed out by the Anniversary Report that:

"It is not figures or fanfare that keeps this movement growing. It's what happens in the life of a single boy or girl through being active and involved in the YMCA that is the measure of its effectiveness. It is in helping to make the love of God more real to people regardless of their nationality, colour, race or religion that allows the YMCA to make a claim for continuing as a movement."

Today (1974) more than 3,000 members use the YMCA (English) - of these over half are children. In addition, servicemen and their families make use of the premises and to this total, one may also add another 600 under-privileged youngsters from Tsimshatsui and Yaumati (two neighbouring districts) - who make frequent visits and attend

programmes arranged by various sections of the YMCA.¹ At the same time, the Chinese YMCA also claims to have more than 50% of its members under the age of 18. It should be obvious that the programmes offered by the YMCAs cover a wide range of age groups as will be examined in the following pages.

Programmes

The YMCA offers a variety of programmes to people from all walks of life, from Bible Study Group, Social Dance, Swimming Lessons, and Camping, to special courses for young adults (18-25). In the Y's Programme Calendar, it claims to be 'a service community' reaching out to meet the needs of people wherever they are. Its varied programme is the result of deliberate attempts to provide a wide range of points of easy contact with individuals to meet the needs of members in daily life.

It is noteworthy that with the exception of some courses for specific age-groups, the majority of its programmes are designed for males or females or both regardless of age. Another distinct feature of the Y's programmes is that it is generally of an informal or recreational nature. In short, the main theme of the Y's programme aims to educate for responsible citizenship and leadership. It encourages men and women to occupy their leisure time in purposeful activity and service to others.

From informal talks with the staff of the YMCA, it was revealed that the overwhelming majority of the members joined the Y for

1 SEVENTY YEARS OF SERVICE YMCA 1901-1971. Printed by the Hong Kong English YMCA

specific reasons, ranging from taking swimming lessons to merely making use of the parking facilities. Partly for profit motive and partly as a means to serve the public, the greater part of the Y's facilities such as canteen, book store, as well as lectures, are also open to non-members who may have to pay a slightly higher programme fee. There also appears to be a trend for non-Christians to sign up as members although their motives are usually mixed or unknown.

In criticising the small provision for education by the Y.M.C.A. it is important to point out that it pays more attention to religious and social training, a good deal of which is bound to be educational in the broad sense. Dr. John Lowe of Edinburgh University expresses similar sentiments when writing on the provision of adult education by organizations with adult education as a secondary aim.¹

1 John Lowe, Adult Education in England and Wales, Michael Joseph Limited, 1970. pp.182

Y.W.C.A.Brief History

Writing on the occasion of the Golden Jubilee (1920-1970) of Hong Kong YWCA, Miss Ko Siu Wah, the Association's General Secretary, remarked:

"This year 1970 the Young Women's Christian Association of Hong Kong, being a Christian organization, a women's movement and also part of a world wide movement, reaches its Golden Anniversary Jubilee - fifty years of service to the community. The purpose of the YWCA remains the same - to build a fellowship of those devoted to the task of realising in our common life those ideals to which we are committed by our faith as Christians."¹

To be more specific, the purpose of the YWCA, as claimed, shall be to advance the spiritual, mental, physical and social welfare of women, to promote their growth in Christian character and to cultivate the Christian spirit of fellowship and service. In Hong Kong today, the work of the YWCA extends not only to females but also to people from all walks of life.

From a humble start with two staff members in a small room in Caine Road fifty years ago, the YWCA has gradually built up to over 120 staff working in nineteen centres spreading all over the Colony. In addition, the Association is quick to point out the enthusiastic support from the voluntary workers who help to promote and plan programmes for 30,000 participants annually - who join the activities one way or another.

1 HONG KONG Y.W.C.A. Golden Jubilee 1920-70. 1970.

Programmes

Since the first inception of the YWCA in 1920, the Y has been a pioneer in a number of welfare functions in the Colony. For example, the first baby clinics, swimming class for women, hostels for working girls, classes for household servants and summer camps for teenagers, all these were started by the Y in the first decade of its history.¹ In addition, the first nursery organized in 1938 has served as a spark of light for many nursery schools in the community. Programmes such as speech contests, flower arrangement, conducted tours to places of interest and special institutions find their replicas later in other organizations.

In fact, the Y also claims that it is a living demonstration of group process. The overall programme of the YWCA is being organized into numerous clubs. Each of them is a self-governing body. The normal activities include: camping, discussions, debates, visits, sports and services. For administrative purposes, all the Y programmes are grouped under five departments:

(1) The Industrial Girls' Department

- A. Formal Education Training: There are four evening schools for factory girls located at Lam Tin, Wong Tai Sin, To Kwa Wan and Shek Kip Mie - all industrial areas. Through attending courses, the girls are given a basic knowledge of English, Mathematics, Letter Writing and other so-called useful subjects. Judging from the writer's observations, such a programme usually does not exceed the standard of Primary 6.

1 Wong Po Yiu, "Counting Our Blessings" in Hong Kong YWCA 1920-60. March 1960.

- B. Informal Activities: The Department, apart from offering regular scripture classes, endeavours to promote Christianity among factory girls. In its annual report, the Department proudly indicates the number of girls who have accepted the Christian faith since participating in various services.

Apart from the above-mentioned activities, there are extra-curricular activities aiming to keep the young girls occupied in their spare time for fear of them being lured to all kinds of vice and temptations.

(2) The Home Women's Department

The Y acknowledges the fact that living in an ever-changing society, the educational gap as well as the generation gap becomes a serious problem. Women today are more concerned with their role in the community and the need for self-fulfilment than their older generations. While not forgetting the traditional roles of women, today they appear to be determined to continue to become more skilful at work; more aware of themselves as members in the community; more knowledgeable about their outside world, as it were.

The Home Women's Department claims that 'Continuing education' is a primary resource in achieving their goals bearing all these aspects in mind; programmes or courses on leadership training and individual development, to help the members face an ever changing community and a changing world are planned for home women of different nationalities. Occasionally selected courses are organized in co-operation with the Department of Extra-Mural Studies

of the two local universities. Apart from the more formal courses or programmes, over 20 self-governing clubs are being formed among the Chinese-speaking members according to individual interests. Examples of the usual programmes are as follows:

Visits to welfare organizations

Visits to factories

Lectures on a wide range of subjects

Picnics

Film shows

Classes on cooking, tailoring, hairdressing.

It appears that the main object of this department is to educate their members, through various programmes, to be better wives and mothers and responsible citizens. In fact, the main emphasis is concerned with home economic education. Although the Y does not conduct follow-up studies on their claims, judging from the growth of both membership and programme, it seems this department has received strong support from the public at large.

(3) The Business and Professional Youth Department

The work of this department falls into two categories:

A. Formal Training

In order to help to improve the working opportunities of the youth, vocational training is being offered in shorthand, book-keeping, typewriting, import and export trade, shipping documents, C.I.F. calculation and a number of language courses.

The department also claims that the results of examinations

on these subjects have proved to be satisfactory and encouraging.

In short, the above programme can be best described as vocational training and up-grading courses to meet specific training requirements.

B. Informal Social Gathering

In view of the increasing number of post-war working youth, the Department has been trying to find ways and means to meet the needs of young men and women growing up in a highly congested community. As a means of providing a meeting place for the younger generation and to encourage healthy social life, social gatherings in various forms are planned from time to time. In addition, interest groups and social clubs are organized to meet specific needs.

Judging from the writer's observation, attendance at the above activities varies from meeting to meeting, depending on the nature as well as timing of the event. Most of the members in the Department are teachers, office or medical workers.

Usual Activities include:

Group Activities: Club groups meet regularly with activities such as camping, picnics, seminars, social gatherings, and social seminars.

Social Problems study: Members are divided into small groups to study such social problems as pornography, drug addiction and gambling. The

members collect information and materials through visits, interviews, questionnaires and talks by specialists. Results are usually published. Although this is a small scale exercise, nevertheless it does give members an opportunity to get at first hand knowledge about the vice and evils in the community. Of all the activities organized by this department, this study project appears to be more challenging and rewarding than that of the others.

Club Officers' Conference: This is in reality a training seminar for all officers of club groups with talks by guest lecturers on relevant topics.

(4) The Student's Department

The Students and Youth Department operates five youth centres in Hong Kong and Kowloon and one youth camp in Lantau Island - an offshore island. In recent years, a sizeable number of students have participated in various kinds of activities. For example, over 30,000 children and youths registered for the 1971-72 year. Usual programmes are as follows:

Interest groups

Club groups

Open Activities

Youth Volunteer Leadership Training

Apart from the above, there are also special programmes such as community work, tutorial service and summer programme organized in various youth centres during certain periods in a year.

(5) English Speaking Members' Department

The chief emphasis of this group (with membership over 1000 comprising thirty-odd nationalities) is on the promotion of international understanding and world-fellowship. One of the methods is to try to provide a meeting place for members and newcomers for making friends over a cup of tea. Usual activities include weekly social gatherings for lectures and demonstrations, visits to places of interest and occasional special projects to meet the community's demands.

Judging from the writer's observations, this department has been offering worthy service to women of all nationalities by assisting them in making better use of their spare time and stimulating interest and friendship in the group.

Hong Kong Y.W.C.A. 1973-74 Annual Report

Service	Activities	No. of Participants
Child Welfare	3 nurseries, 1 kindergarten	1,560
Youth Programme	1) Club groups, interest groups, camping, Red Cross Cadet Unit, Girl Guides, Boy Scouts, Rallies and recreational activities	72,638
	2) Informal vocational training - commercial courses and classes on domestic science	12,703
	3) 4 evening schools for industrial girls - three year course for girls from 12-18 years of age in industry	3,138
	4) Youth Camp	7,293

C/F

97,332

Hong Kong Y.W.C.A. 1973-74 Annual Report (Contd.)

Service	Activities	No. of Participants
	B/F	97,332
Adults Activities	Club groups, interest groups, women's welfare work and members' activities	21,875
Total		119,207

Judging from the above table, it should be obvious adult activities only constitute a small proportion of the work conducted by the Y.W.C.A. Since there is no rigid demarcation between youths and adults, members or participants usually sign up for activities according to their needs and interests.

Training

There are various in-service training programmes organized by the Association for staff members. Lectures or talks by senior staff as well as guest speakers are the usual approach in this type of training. In the Department's 1971-72 Annual Report, it also claims that staff are encouraged to attend courses run by the Social Welfare Department and by the Department of Extra-Mural Studies of the Chinese University of Hong Kong. During 1971 a staff member was granted the opportunity to go to the United States to receive detached youth work training sponsored by the Council of International Programmes. Conferences and seminars are held by various departments throughout the

the year. The chief aim of these meetings centres on improving an understanding of the work involved.

It appears that since the bulk of the Y's work relies on voluntary and part-time workers, training normally takes the form of in-service or on-the-job training. In view of limited financial resources and the nature of the work (mainly informal and recreational) the type of training carried out by the Y apparently suits its purposes in meeting its needs.

KAIFONG (Neighbourhood Association)

The growth of Kaifong welfare associations is the most important single development since the War in the social welfare field.¹

The word kaifong means neighbour or street district or residents of a certain district or block of streets. Memberships are defined in the broadest term. It was reported in various papers that for centuries kaifong played a significant part in urban society in the southern part of China. The Kaifongs are often said to be a revival of the long cherished tradition of charity and mutual help in old China.

With little formal organization Kaifongs, in the early days, at times were not only responsible for charitable and similar services such as medical care for the poor and provision of free schools (mainly literacy or primary school levels); but, as time went on, they were also involved in mending public works and other community services as the need arose. The Kaifongs, to some extent, were performing the functions of a local administrative body in a differently organized society.

Since the establishment of the People's Republic of China in 1949, a steady stream of refugees has flooded into Hong Kong from Mainland China. It was estimated that between 1949-50 some 300,000 refugees entered Hong Kong to stay.² The refugees, though some brought with them their skill and capital, were nevertheless a liability at the

1 Colonial Report 1951. H.M.S.O. 1952. pp.80.

2 Commissioner for Resettlement, Annual Departmental Report 1954-55. Hong Kong. pp. 1-2.

same time. They strained the Colony's resources and brought about unprecedented problems in housing, employment, welfare and other social problems commonly associated with crowded living conditions and a heterogeneous urban population.¹

In Hong Kong the first modern form of Kaifongs appeared in 1949, apparently with the blessing of the Government through the Secretariat for Chinese Affairs. The Hong Kong Government then recognized the problems that came along with the sudden influx of refugees from Mainland China. At this time the Government had neither the resources nor the manpower to tackle the inevitable consequences of an overcrowded city. Thus greater emphasis was placed on the role of the voluntary welfare associations during the early fifties. It was under such a climate that Kaifongs emerged into prominence with the objectives of providing welfare, fostering mutual help and generally taking care of a certain district.

The following tables clearly indicate the sudden emergence of Kaifongs in the early fifties:²

<u>DATE</u>	<u>No. of Associations</u>	<u>No. of Members Claimed</u>
Dec. 1949	4	not recorded
Dec. 1950	14	53,800
1951	18	105,400
1952	20	209,400
<hr/>		
(1958	28	not recorded
* (1967	28	not recorded
(1972	58	not recorded

1 Aline K. Wong, The Kaifong Association and the Society of Hong Kong. University of Singapore, 1972. pp. 2-3.

2 Colonial Report 1952. H.M.S.O. 1953. pp.108.

* Additional information received from various sources.

These Associations are not official bodies and there is no Government representative on the controlling committee which are elected by members. As a rule the Kaifongs are organized according to residential districts by long-time residents, who usually are the informal 'community leaders.' Traditionally, wealthy businessmen are normally elected as the 'key' figures or leading members.

In Aline Wong's doctoral dissertation on The Kaifong Associations in Hong Kong, she points out that 'There was one drawback in Kaifong Association - while the Government recognized the potentials of Kaifongs for community development, it was also wary of the possibilities of political factionism and exploitation by secret societies. While it was officially claimed that the Kaifongs were completely voluntary organizations, free from Government intervention, they were actually placed under close surveillance in the past twenty odd years.'

Today there are officially at least 58 Kaifong welfare associations in all sizes and shapes, according to the Hong Kong Year Book published by Wah Kiu Yat Po, a leading local Chinese newspaper. Each association claims to be responsible for the welfare of a certain district. However, investigation shows that not all Kaifong associations are formally organized and actively carry out their claimed functions. In fact, only a number of the well-established associations offer some form of adult education programme in the evenings. A typical Kaifong association educational programme would read as follows:

Sewing
Typing
Literacy classes
Chinese painting
Elementary English classes

In addition to the above courses, occasionally recreational and informal activities are organized according to the season of the year

as well as the interest of the public. As a rule, the associations charge a nominal fee for participating in the programme offered. Judging from the writer's own experience and observations, it appears that the activities organized by the Kaifong associations are usually attended by people from the lower income groups, particularly the educational courses which are usually designed either to raise the literacy level or the general practical knowledge of the less-privileged residents in a district.

Interestingly enough in the Government's Annual Report (1952) it is forcibly claimed that 'community development' was being taken up by district associations known as Kaifongs.¹ However, the writer's own investigation has failed to produce any concrete evidence in support of such a claim. It is true there were isolated projects and activities such as the formation of free clinics and schools, provision for children's playgrounds and recreational facilities for young people being initiated by the Kaifongs; but these were few and far from justifying the much exaggerated term 'community development'.

The Adult Education Section of the Education Department is also performing similar tasks in its Educational and Recreational Centres which offer both educational and informal recreational activities mainly for the working people living in the congested areas. While the Kaifong programmes are usually conducted by paid staff as well as volunteers and the programmes as a whole run on a low-budget basis at elementary levels, the Adult Education Section offers a great variety of activities ranging from literacy classes to matriculation level.

It should be pointed out that education is only one of the many kinds of work carried out by the Kaifongs and, as such, each association

1 Colonial Report 1953. Hong Kong. pp.111.

is free to develop its educational programme in accordance to manpower and resources available. This is not to say that every Kaifong association will offer some form of educational service even if it has all the physical requirements for such an undertaking. The fact that most Kaifong association chairmen are usually elected annually may also help to explain the apparent lack of long term planning in their work in general.

BRITISH COUNCIL

The purpose of the British Council was clearly stated by the then Prime Minister of Great Britain, the Rt.Hon. Sir Anthony Eden, on the occasion of its twenty-first anniversary:

The Council was set up in 1934 as an organisation of independent status to develop closer cultural relations between the United Kingdom and the rest of the world.¹

To be more specific, the purpose of the British Council is defined in its Royal Charter as the promotion of a wider knowledge of the United Kingdom and the English Language abroad and the development of closer cultural relations between Britain and other countries.² It is financed almost entirely from public funds. The activities of the Council, which has staff in 75 overseas countries, are concerned with: English Language Teaching and other educational work including science; fostering personal contacts between British and overseas people, especially in the educational, professional and scientific fields; running or helping to maintain libraries of British books and periodicals overseas; and presenting overseas the best arts in Britain.

The British Council in Hong Kong was established in 1948 shortly after the end of World War II. It is true that the Hong Kong British Council does not offer any courses as such for adults. It does conduct cultural activities such as printing exhibition or book displays.

1 Message from the Prime Minister, The Rt.Hon. Sir Anthony Eden.
The British Council. 1934-55.

2 Britain. H.M.S.O. 1970. pp.163

The more typical programmes offered by the British Council throughout the year can be seen from extracts taken from the Colonial Report 1956 which reads:

The British Council takes a leading part in the cultural sphere, arranging lectures, discussion groups, film-shows and exhibitions; and also administers post-graduate scholarship awards and gives advice and assistance to students intending to take courses in Britain.¹

In the course of investigation, the writer wrote to the British Council in Hong Kong requesting information concerning educational programmes designed for adults. Strangely enough a reply from the Administrative Officer stated that 'The British Council do not conduct any educational programme for adults in Hong Kong.' Yet in the same letter he also claimed that 'Apart from providing library facilities to the people, the British Council also arrange screening of British feature films from time to time, visits by British specialists, well-known theatrical groups and orchestras to Hong Kong.'

Surely what has been mentioned in the above does constitute to a large extent what is generally known as informal or unstructured forms of education for adults. Such an incident further illustrates the fact that there is no consensus of opinion or anything near it on the concept of adult education, even among the well-established educational and cultural organizations.

CARITAS HONG KONG

In the past people in Hong Kong have made great efforts to help themselves and the community. Not infrequently the progress attained is being hailed as remarkable. The work of Caritas Hong Kong is further evidence.

Caritas Hong Kong was founded in July 1953, at a time when refugees from Mainland China began to flood the Colony. During the early years of its existence, Caritas had practically no financial resources of its own. The first financial assistance came from fellow organizations in Europe and in the United States. Caritas also called up the people of Hong Kong and, in particular, the Catholic Community, to shoulder the responsibility for care of their fellowmen. Local fund drives were organized; the first Lenten Collection and Caritas Week took place in 1962.¹

As a result of the emphasis on self-help, other similar organisations abroad generously responded with their aid for capital expenditure on projects, particularly those with facilities for vocational training which (hopefully) would enable the people to help themselves and not to live on hand-outs.

Apart from the establishment of vocational training courses, aids from abroad also enabled Caritas to establish Social and Community Centres, all of which eventually formed the backbone of Caritas work in different districts. In addition, work of charity such as Resettlement and Housing, Training for Physically Handicapped, Assistance for Drug Addicts, Nursery and Child Care Centres, are being carried out in the form of community service. However, for obvious reasons, the above activities do not fall within the scope of this study; thus

1 CARITAS Hong Kong, Annual Report 1965-66. pp.6.

only the activities listed under Educational and Vocational Training with particular reference to youth and adults is being scrutinized.

The Adult Education Section of the Caritas came into existence in 1966 with the appointment of an overall co-ordinator. Vocational training in all Caritas Social Centres appears to adhere to the following pattern of organization:

1. Vocational Training for boys or girls who have had either little or limited education. The subjects taught are:
Sewing, Cutting, Dress-making, Knitting, Embroidery and Domestic Science (girls): Carpentry, Handicrafts, Woodwork, Mechanics, Electricity, Printing and Photography (boys).
2. General Education: English, Chinese, Arithmetic, and Civics are taught to the more advanced or intelligent students. According to reports by Caritas, students experience little or no difficulty in obtaining employment after completing the programme.
3. Recreational Activities: This varies considerably from Centre to Centre, according to the particular interests of the young people making use of the Centre.

Further investigation shows that recent innovations include an Evening Secondary School Programme and a new Community Development Department which both seek to make a real contribution to the often talked about problems of the society. The Evening Secondary School is an attempt to enable young people to complete a technical secondary programme in the evenings while the Community Development programme seeks to help some of the poorest members of the community to mobilise their own resources to better their lot.¹

1 CARITAS Hong Kong. Annual Report 1969-70. pp.1-2.

Judging from informal talks with the Adult Education co-ordinator, it is obvious that Caritas is conscious of its lack of trained staff and, accordingly, has sent a number of staff abroad for professional training. Another striking feature of Caritas work is that no attempt is made to separate the youth and adults. In recent years Caritas has been involved in in-service training for teachers. For example, seeing that the Department of Extra-Mural Studies of the Chinese University could not possibly handle the huge number of teachers who wished to join the Kindergarten Teaching course owing to limited facilities, Caritas immediately followed suit by offering the same course by the same instructor at its own premises.

One distinct advantage Caritas has over other voluntary organizations is that it has at least the support (as evidenced by the results of annual fund drives) of some 800,000 Catholic Community. This huge human resource, together with generous financial assistance from abroad, notably from Germany, has enabled Caritas to spread its influence by building up a multi-purpose Centre through which other charitable services and vocational training are being carried out. In addition, the work of Caritas has been greatly facilitated by a group of devoted religious orders whose life ambition usually means total devotion for the service of mankind.

At the same time, like most other welfare agencies in Hong Kong, Caritas, particularly the Adult Education Section, is short of experienced, professionally trained staff and until it can overcome this problem, it is not likely that the work of the Section will be able to realize its potentials or anything near it. The writer, speaking from his own observations and personal contacts with the staff in Caritas, is not only impressed by the facilities available for multiple-purpose

uses but also by the manner in which the staff in general appear to be totally committed to their work. Such is a rare quality indeed in Hong Kong today, especially among the social service agencies.

HONG KONG COUNCIL OF SOCIAL SERVICE

The Hong Kong Council of Social Service was formed in 1947 and registered as an official body in 1958. As stated in the Council's prospects, the aims and objects of the Council are:¹

1. To co-ordinate voluntary welfare activities in Hong Kong.
2. To initiate, assist and organize such schemes of social service as may be deemed desirable by the Council.
3. To establish, maintain and improve standards of voluntary social work.
4. To make such recommendations to the Government as the Council thinks fit and to promote action to bring about policy change.
5. To disseminate information of and to foster public awareness in social welfare matters and to encourage participation therein.
6. To develop social research and formulate policies on broad social issues.

In short, the Council provides a common meeting ground for major welfare organizations, service clubs, community groups and individuals to work to promote voluntary Welfare activities and to serve the overall social welfare needs of Hong Kong.

In her annual report as chairman of the Executive Committee of the Council, Mrs. Mary Wong was at pains to point out that, although there had been effects directed towards a changing role for the Council - that is, Social Planning - she was still not certain whether the Council had achieved its first aim in the role of a co-ordinator. Mrs. Wong summed

1 The Hong Kong Council of Social Service. Annual Report 1971-72.

up by saying:

"Personally I see there is still much to do in co-ordination among welfare agencies in Hong Kong voluntary and statutory and governmental in both promotion and maintenance."²

In reality, the Council is an advisory body which cannot impose its views or policy on its members, be it organization or individual. The scope of activities listed under the Council covers a wide area, ranging from Family Service & Child Care, Children & Youth Division, Rehabilitation Division, Community Services to Vocational Training. For obvious reasons the present discussion only centres on Vocational Training which deals with some form of adult education.

In the past two decades Hong Kong has undergone drastic changes. In the early fifties the community was unprepared for the sudden influx of refugees from the Chinese Mainland and there was only limited industry. In fact, there was little that the Colony could rely on to support itself. Industrialization, however, has made marked changes in this grim picture. In an article entitled Message from the Chinese Manufacturers' Association of Hong Kong, Dr. C.W. Chuang (President) proudly points out:

"Today, Hong Kong's domestic exports comprise 80% of her total exports, and upon which depends the livelihood of Hong Kong's four million strong population. Hong Kong now ranks among the world's top 25 nations in trade."²

The rapid development in industry logically requires a greater number of trained workers. However, Hong Kong has been suffering

1 Ibid. pp.4.

2 Vocational Training in Hong Kong, Vocational Training Committee, Hong Kong Council of Social Service, May 1970. pp.4.

from an acute shortage of skilled labour since the early days and, if this continues unchecked, both industrial growth and economic expansion will undoubtedly be adversely affected.

Pre-Vocational Education

As a measure to respond to the demand of industry, the Government in recent years (since 1970) has at last showed some concern by proposing to establish a few more technical schools. This type of school is technically termed pre-vocational education - a form of secondary schooling leading from primary school mainly to employment.

According to the findings of the Hong Kong Council of Social Service, the best form of pre-vocational education is that students receive about 50% broad general education including citizenship training and 50% basic practical and theoretical training in 2 or 3 of the major fields of employment. For some strange reason, the present technical schools in the Colony do not measure up to the standard prescribed by the Council. At present, the difference between an academic secondary school and a technical school amounts to the omission of one subject (History) and in its place, technical subject (be it woodwork or metal work) is inserted, giving instruction and practical work of about 4 or 5 hours per week.

The writer at one time taught in the Colony's largest technical school. Speaking from experience, I am convinced that the set-up of the technical schools leaves much to be desired. Little wonder that industry as a whole is reluctant to offer employment opportunities to the graduates. Above all, the majority of the students in these schools express the wish to read for matriculation classes even though the school's primary intention is to prepare them for employment at the completion of Form V level. The crux of the matter appears to be

partly the unwillingness of industry to accept the graduates either as apprentice or junior craftsmen and partly the students' reluctance to join industry after graduation. It is not uncommon among students who think they are 'too well-educated' to work as apprentices while at the same time industry in general finds the students ill-prepared for the jobs available or skills needed. Professor Norman Henderson of the University of Hong Kong succinctly depicted this unfortunate situation in his recently published research paper in which he remarked:

"In terms of statistics, over 1970-71, almost 57% of the primary school leavers' group entered Anglo-Chinese secondary schools and started on the five-year course leading to the Hong Kong Certificate of Education (English) and 2.5% only entered secondary technical schools - this in industrially oriented Hong Kong!"¹

Vocational Training

Vocational training, as defined by the Council, is essentially aimed at providing the knowledge and skill required for employment in a particular sector of economic activity. Furthermore, vocational training is being classified under the following headings:

- Commerce Training
- Industrial Training
- Marine Training
- Agriculture and Fisheries
- Nursing
- Handicraft
- Domestic
- Language, Literacy and Supplementary Education Classes

Judging from the information collected by the writer, several characteristics on the programmes offered by various schools and

1 Norman K. Henderson, Educational Problems and Research - A Hong Kong Introduction, Dept. of Education Research Unit, University of Hong Kong. January 1973. pp.13.

institutes emerge. To begin with, those courses run by secondary modern schools or training centres mainly cater for persons between the age of 12 and 15, whereas those offered by workshops or institutes are for the 15-19 age group. The usual entry requirement is the completion of primary school. As to the duration of course or programme, it varies from a few months to two years, leading to a diploma. Almost without exception these training institutions are run by religious bodies with subsidies from the Government. Finally, apart from one centre which offers free instruction, all others have tuition fees ranging from \$15 per month to \$280 per annum.

It is obvious that these institutes mainly cater for full-time studies with emphasis on pre-vocational or vocational training at secondary school level. Further investigation reveals that most of them also offer evening courses which have no restriction on either age or qualification. Statistics in the past indicate that enrolment for the evening courses fluctuates from season to season. As a rule, courses at the elementary levels are usually heavily subscribed while institutions often find it difficult to recruit enough participants for the more advanced courses. In general, the semi-skilled workers or even trainees prefer on-the-job training over part-time evening studies - as indicated by some staff who have had experience in teaching evening classes. Two possible answers have been put forward and they are: (1) That the workers are too tired after a day's work to pursue further studies in the evening; (2) That the burden of family life together with the attraction of all forms of entertainments have greatly reduced the incentives to better oneself through evening studies.

Indeed much can be and should be done in the field of part-time evening industrial training. Despite the opening of the newly established Hong Kong Polytechnic and the full programme being offered at

the Morrison Hill Technical Institute, Hong Kong is still suffering from an acute shortage of skilled or semi-skilled labour. According to information printed by the Labour Department, Hong Kong has had thousands of skilled jobs vacant in the past years. If Hong Kong is to keep up with technical and industrial development elsewhere, industry must grow in sophistication and this means more advanced training for a substantial number of workers. The demand for highly trained technicians also raises an important problem for the entire educational system in the Colony as more and more grammar school graduates find it difficult to find jobs while the industry is crying out for skilled labour. Surely there is a gap, an unfortunate one to say the least, between the needs of industry and the products of our schools. It would only seem logical for the Government (through the Education Department) and industry to try to overcome this obvious defect by modifying the school curriculum, particularly the so-called technical schools, to meet the demand of expanding industry. Perhaps the urgency of intensive industrial training can be reflected by quoting the comment of Mr. Paul Tsui, retired Commissioner of Labour and Mines, when he said in an interview:

"I would like to see launched, a positive industrial education programme one of the areas I would have liked to devote more time"¹

As noted earlier, there are two groups of private organisations offering diversified forms of adult education. They are Schools and Voluntary Associations.

1 South China Morning Post, Friday, July 27, 1973. pp.5.

Despite the fact that both private night schools and post-secondary colleges have to register with the Education Department, it is common knowledge that these institutions do not maintain a comparable standard. In fact, enrolment fluctuates from season to season, particularly the private night schools - the bulk of which operate on rented school premises in the evenings. The overwhelming majority of the participants are problem-oriented; that is, they wish either to acquire a skill or to pass an examination at a certain level, usually aiming to better employment prospects. There is, indeed, no evidence that either the school authorities or the participants recognize the importance as well as the implication of continuing education in a fast-changing society.

On the other hand, adult education in most voluntary organisations occupies a secondary position in that the primary aim or motive of these institutions is something other than education. The activities offered, as a rule, fall in to two groups: informal (recreational) and vocational training. In recent years, notably Hong Kong Caritas and Y.W.C.A. have greatly expanded their activities for adults although their programmes are often attended by adults as well as teenagers. As is true with other institutions, the voluntary organisations face the problem of lack of trained teachers of adults. Such a phenomenon coincides with the remark by Grabowski¹ in which he comments:

Many teachers of adults are not prepared for their job.
Most teachers of adults were not originally prepared for
this kind of work.

1 Stanley M. Grabowski, "A Look at Teachers of Adults", in Continuing Education for Adults: Newsletter. University of Syracuse. No. 197, July 1974.

In Hong Kong the situation differs slightly in that most teachers of adults, coming from all walks of life, take on the part-time jobs to earn an added income. The lack of training often results in a lack of professionalization. This is perhaps the main reason why adult education is not yet a recognized profession in Hong Kong.

CHAPTER SEVEN

Recruitment and Training of Adult Educators

Adult education in Hong Kong today is not a well-delineated professional field, although it is in the process of becoming so. Out of a total of some 4½ million population it is estimated that only about 60,000 have attended (annually) some form of organized adult education activities provided by the official bodies and voluntary organizations. In short, despite rapid growth in recent years, adult education is still being treated as a marginal activity by the community as a whole.

Before further discussion on the problems of recruitment and training it is fitting perhaps to find out what we mean by "adult educator". Do we mean the people who teach adult class or those who organize educational activities for adults or administer the process, or perhaps a mixture of these three tasks together? On the one hand are the full-time staff tutors in the universities and adult education officers in the Education Department; on the other hand, there is an army of part-time instructors or lecturers chiefly responsible for conducting the programmes as planned.

With regard to the word 'training', it appears that the central purpose of training is to improve the quality of adult educators, to make them more effective in their particular role, more able to assist the adult students to become "different in desirable way", to use C. Houle's phrase.¹ To some extent, the recognition of adult education as a specific career rests with those responsible for it.² It is

1. Journal of International Congress of University Adult Education, Vol.VI. No.1. June 1967.
2. C. Verner & A. Booth, Adult Education, The Center for Applied Research in Education, INC. New York. 1967. pp.34.

indeed difficult to pinpoint whether those who perform the adult educator's role in an institution genuinely perceive themselves as adult educators. By and large recruitment of full-time adult educators in Hong Kong is being carried out independently by individual organizations. For example, the adult education officers in the Adult Education Section of the Education Department are, as a rule, former teachers in secondary schools; all of whom hold their present post as a result of transfer initiated either by the officers themselves or by the Department. The post of staff tutor in the university is usually advertised in the local newspapers prior to interview and appointment. The normal requirement is that the applicants are university graduates capable of teaching at least one subject at university level, whatever that means. Investigation reveals that universities invariably do not appoint new graduates and that the majority of the existing staff tutors have had postgraduate training in various disciplines. Apart from Caritas Hong Kong which has an adult education coordinator specially appointed to supervise the overall development under the sphere of adult education, the other voluntary organizations do not have such a provision and their work or programme is usually shared or incorporated in various sections within one institution.

Unlike their counterparts in the United Kingdom or the United States, the full-time adult educators in Hong Kong almost without exception merely assume the administrative role while leaving the instructional role to part-time instructors or lecturers. Even at the university level, investigation by the writer reveals that only a very small percentage of the staff tutors teach courses. One possible explanation of such a phenomenon is that staff tutors are not allowed to receive payment for teaching extra-mural courses. Such an arrangement has the

obvious drawback in that it tends to de-emphasize the importance of academic training and research. Little wonder that only 2 or 3 articles so far have been published by staff tutors in both universities since the inception of extra-mural work in 1956.

To be fair, a not unimportant secondary cause of the dearth of original work, be it articles or in book forms, is the lack of suitable channels of publication. As S. G. Raybould once remarked: 'Few books on adult education seem likely to interest commercial publishers.'¹ The situation is more serious in Hong Kong where one would find it difficult to get published any academic discussion on adult education except by chance in one or two journals, published quarterly or bi-annually.

Professor Raybould perhaps was striking an important note when he commented that 'The prospects for research will be poor until the extra-mural departments are not only called, but enabled to act as, university departments of adult education.' By this he implies that the cause of lack of research is the absence in the universities generally of any recognition that adult education constitutes a distinctive field of study calling for departments with staffs competent and enabled to carry on research, advanced study, and teaching about it. Unfortunately this is precisely what is lacking in Hong Kong today. During the recent Third International Conference on Adult Education, held in Tokyo in 1972, Dr. John Lowe of Edinburgh University called on universities to 'regard adult education as an academic discipline and to play a leading role in the professional preparation of adult educators' while commenting on reported improvement in the

1. S. G. Raybould, "Research in Adult Education", in Adult Education, Vol.XXIII June 1950. No.1. pp.19.

professional training of personnel.¹ Surely both Raybould and Lowe's remarks may well serve as one of the guiding principles for future development in extra-mural work in Hong Kong and, to some extent, South-East Asia generally.

In addition, there is apparently a kind of uncertainty among the adult education agencies on both the problems of recruitment and training in view of the fact that adult education is still being treated as a marginal activity with a limited budget. This is particularly true when reflecting the contribution and role played by the Government whose attitude can be clearly seen from the small amount of money it allocates to adult education through the Education Department. There is not even a separate entry of account on adult education by the Education Department in its annual report.

Dr. John Lowe in his book Adult Education in England and Wales, claims that there are three types of adult educator required, namely: administrators, organisers and full-time adult education teachers.² However, in Hong Kong it has become an accepted practice to combine the role of administrator and organiser into one such as staff tutors in the universities or adult education officers in the Education Department. At present, there is practically no full-time adult education teacher in Hong Kong and the question as to whether or not Hong Kong needs such provision depends on the growth and development of adult education as well as the awareness and appreciation of the authorities concerned. It is the writer's opinion that Hong Kong has not progressed far enough to warrant such a need although rapid growth of enrolment and expansion

1. J. Lowe, (1973) Themes of the Tokyo Conference. Studies in Adult Education.
2. J. Lowe, Adult Education in England and Wales, Michael Joseph Ltd., 1970.

of activities may eventually result in the creation of such a category in the distant future. From the practical point of view, with the exception of the extra-mural studies departments the key emphasis for recruitment in adult education agencies appears to centre on administrative abilities and experience. The establishment of something like that of the Adult Education Board in Singapore may help to build up adult education as a profession by establishing a competitive career structure and providing both initiative and in-service trainings.

As noted in Chapter 4 the Adult Education Section of the Education Department regularly conducts a 3-month (once weekly) pre-service training course for prospective part-time teachers who wish to take up either teaching posts or as organisers in its 14 adult education and recreation centres. (for detail, see Chapter 3). This is intended as an introductory programme and as such little is dealt on the problems of teaching or working with adults. This is so perhaps due to the fact that the bulk of the participants are already serving teachers, mainly from the government schools. The crux of the matter lies not so much on teaching methods as on convincing the part-time instructor or teacher that they are performing a worthwhile service to the community, apart from drawing additional income from working in the evenings. Speaking from his own experience and observation, the writer is alarmed to see that it is more often than not these part-time teachers who come to work in the evenings, already tired and exhausted after fulfilling their teaching duties in the daytime. Thus little can be expected from them, let alone initiative and devotion. Hitherto the Adult Education Section almost exclusively draws its part-time staff from Government primary and secondary schools; it is the writer's opinion that the Section should diversify the composition of its part-time staff by

recruiting more persons from other sections of the community. This is of particular importance if the Section is to serve the community at large rather than a small group merely for remedial education purposes.

Hong Kong, noted as a melting pot for Western and Eastern cultures, has a wealth of talent upon which it can draw for part-time tutors and lecturers. For comparison in the U.K. the kind of people recruited as part-time tutors, in most cases, is determined, or made possible, by geographical and social facts and changes in the demand for subjects.¹ The problem of recruitment is partially solved by the existence of a growing number of professional writers, musicians and artists who live by freelance work. However, in Hong Kong, the recruitment of part-time tutors is always affected to a greater or lesser degree by what one may call policy. Thus, for example, the Adult Education Section of the Education Department appears to be only interested in recruiting government teachers or civil servants who wish to earn an extra dollar in the evenings.

The Extra-Mural Studies Department in the University of Hong Kong at times puts up advertisements in the local English newspapers for the purpose of recruiting specific kinds of lecturers while its counterpart in the Chinese University so far has elected not to follow suit, perhaps with good reasons. Judging from the programme offered in recent years, there is an obvious need to diversify and broaden the composition of the part-time staff so as to ensure the supply of new talents and ideas from all sections of the changing community. It would not be exaggerating to state that there is a wealth of untapped talent to be discovered and utilised for the good of the community in Hong Kong today.

1. The Training of Tutors, Research and Training Committee, Universities Council for Adult Education, 1954.

With the exception of Hong Kong Caritas which occasionally conducts its own in-service training programme, all other voluntary organizations pay scant consideration to such matter, particularly the ones mentioned in this study. The reason for this inert attitude probably lies partly in the fact that most institutions believe that 'people can best learn from experience' and partly because the persons in charge or in command do not appreciate the need and importance of such a provision. Perhaps C. D. Legge was striking an important note when he remarked that 'the "hit and miss" system, in which adult educators are supposed to learn from their mistakes or to withdraw, is extraordinarily wasteful in terms of human development and resources and indeed enables much mediocre adult education to continue'.¹ Since practically all voluntary agencies are members of the Hong Kong Council of Social Services, it seems logical for the Council either to initiate or support training programme as well as in-service or up-grading activities with a view to heighten the competence of the staff involved! To be fair, the Council is only an advisory body with no statutory power. However, as it is an officially recognized organization, it can and should exercise its influence on its members through diversified channels as the occasion arises.

In short, it is significant that many teachers (from day schools) are part-time workers, moonlighting as teachers of adults. The lack of training and part-time teaching often results in a lack of professionalization.² C. Houle underscores the lack of professionalism from another dimension when he observed that,

1. C. D. Legge, "Training Adult Educators", in International Congress of University Adult Education. No.1 Vol.VI June 1967.
2. Stanley Grabowski, "A Look at Teachers of Adults", in Continuing Education for Adults: Newsletter. University of Syracuse. No.197 July 1974.

The typical career worker in adult education is still concerned only with an institutional pattern of service or a methodology, seldom or never catching a glimpse of the total terrain of which he is cultivating one corner and content to be, for example, a farm or home advisor, museum curator, public librarian, or industrial trainer. While such people are adult educators, they do not know or do not wish to believe that they are.¹

It appears, judging from what has been mentioned in previous pages, that the method of recruitment for full-time adult educators varies from one organization to another. The accent is on the administrative aspect rather than on professional training or qualification. During the Third International Conference on Adult Education held in Tokyo in 1972, it was reported that there had been significant improvement in the professional training of personnel.² However, it appears that such an enthusiastic approach does not apply to Hong Kong or for that matter, South-East Asia generally. Admittedly the proposed Hong Kong Council for Continuing Education (still in the process of being formed officially by late 1974) may throw some light on this matter. Nevertheless it is not likely that it will organize any professional training in the immediate future.

One of the most significant trends in university adult education in the United Kingdom in the past decade has been the development of courses on the study and teaching of adult education as a profession. Up to date the two Hong Kong universities have no plans to follow suit although on a number of occasions the writer has voiced the need and possibility of instituting certificate or diploma courses for new comers as well as practitioners working in the field. As pointed out by Denzil Russell, the need for a corps of trained people to carry out

1. Cyril O. Houle, The Design of Education. Jossey-Bass, London. 1972. pp.6.
2. John Lowe, (1973) Themes of the Tokyo Conference. Studies in Adult Education. April 1973. pp.1-16.

this kind of work has been underlined at several international conferences.¹ Surely if adult education is to receive its proper status among other professions, there is an urgent need to up-grade the professionals and the demand for such a provision has been indicated in a survey conducted by the writer in early 1972. (The details of the survey are given below)

Adult Education Survey

Adult education in Hong Kong is largely a post-war development. Since the first inception of extra-mural work in the Colony in 1956 only two staff members, out of a total of some 15 full-time staff engaged in the work in the two universities, have received some sort of professional training in adult education at the University of Manchester in 1962 and 1963 respectively.

In March 1972 the writer conducted an inquiry into the background and training of adult educators holding the position of programme organizer or staff tutor. The survey was conducted among the main adult education agencies and organizations in Hong Kong, namely, the Adult Education Section of the Education Department, the two Departments of Extra-Mural Studies in the local universities and Caritas, the only voluntary agency in Hong Kong with full-time adult education staff. The object was to collate information to contribute to the development of the adult education profession in the Colony.

As the number of persons involved was necessarily limited, and in order to ensure maximum response, the writer personally explained the questionnaire to all except two (who were not available at the time)

1. Denzil Russell, "The Professional Preparation of Adult Educators at the University of Rhodesia in the context of World Trends" in International Congress of University Adult Education Journal. No.2 Vol.XIII. April 1974.

of the respondents so as to clarify misunderstandings that might arise. Out of 25 respondents 22 replied. In order to ensure that the questions posed were relevant to the work of staff tutors and others, a draft questionnaire was scrutinized by three staff members of the Department of Educational Studies at the University of Edinburgh. In addition, staff tutors in the Chinese University were consulted on the construction and writing up of the comments.

SUMMARY OF THE FINDINGS

SECTION I

Question 1: SEX

As expected, the field of adult education in Hong Kong is a male-dominated profession. 17 out of 22 full-time professionals are male. However, subsequent investigation reveals the actual figures as follows (including heads of each organization and those on leave when the survey was conducted)

<u>ORGANIZATION</u>	<u>MALE</u>	<u>FEMALE</u>	<u>TOTAL</u>
Adult Education Section Education Department	4	3	7
Dept. of Extra-Mural Studies University of Hong Kong	7	2	9
Dept. of Extra-Mural Studies The Chinese University of Hong Kong	6	0	6
Caritas	1	2	3
	18	7	26

Question 2: Marital Status.

17 out of the 22 persons responding to the questionnaire are married. It is almost an accepted practice that the organizations concerned will not recruit their staff from recent graduates and this may reflect on the "settled" status of the adult educators involved.

Question 3: Age Group.

The distribution of age is as follows:

21 - 25	1
26 - 30	5
31 - 35	3
36 - 40	5
41 - 45	3
46 - 50	2
51 - 55	3
55+	0
<hr/>	
Total =	22
<hr/>	

As seen from the table, it appears that the age range fall mostly between 26 and 45. One may say that this is relatively 'young' group compared with the study conducted by Coolie Verner in the early 60's in which he found the medium age of adult educators to be 46.4 years, with two-thirds between thirty-five and fifty-four years old.¹

Question 4: Present Full-Time Occupation.

The breakdown of the findings are as follows:

Assist. Adult Ed. Officer	2
Adult Education Officer	3
Staff Tutors	13
Adult Ed. Co-ordinator	1
Acting Director	1
Principal	1
<hr/>	
Total	22
<hr/>	

The main adult education agencies in the Colony are the Adult Education Section of the Education Department and the two Departments of Extra-Mural Studies and these two bodies comprise the overwhelming majority of the adult educators involved. Unlike its counterparts in the United Kingdom, most if not all of the adult educators are administrators or program organizers. Only a limited number of them carry actual teaching loads. This finding coincides with the study of the membership of the Adult Education Association by W. M. Nicholls II and E. de S. Brunner in which they report that the bulk of AEA's members were classified as adminis-

1. C. Verner and A. Booth, Adult Education, The Centre of Applied Research in Education, INC., New York. 1964. pp.47.

trators. However, this finding differs from Cyril O. Houle's concept of professional adult educators—who are to perform two basic roles with respect to their responsibilities in the field:¹

An administrative role
an instructional role

To Cyril Houle, this dualism is not unusual but he also admits that the tendency to greater specialization is increasingly separating these two roles. Both the adult education officers in the Education Department and staff of the Caritas' Adult Education Section are not expected to teach. On the other hand, the duties of staff tutors in both universities include teaching loads although this practice has not been rigidly observed.

Question 5: Level of Education.

Post-Secondary	2	
Bachelor Degree	10	4 U.S. degree
Master Degree	10	5 U.K. degree
		1 India degree

Judging from the finding, the level of education of the adult educators lies between Bachelor and Master levels and this is slightly lower than the local university's lecturer's average academic qualification which is between Master and Ph.D. levels. Perhaps the fact speaks for itself in that the Education Department does not encourage its staff to read for higher degrees—particularly the senior staff seem to have accepted the terminal concept of education whereby an officer with a good honours degree can do almost anything at will.

In the two Departments of Extra-Mural Studies, there is, again, no encouragement from the authority for its staff to upgrade their academic qualification. In fact, it was stated in a meeting that 'a bachelor degree' is considered adequate for the post of staff tutor. Nevertheless, it is significant to point out that the younger staff tutors in both Departments are attempting to improve their academic standing mainly on their own initiative with limited financial support from the university when applicable.

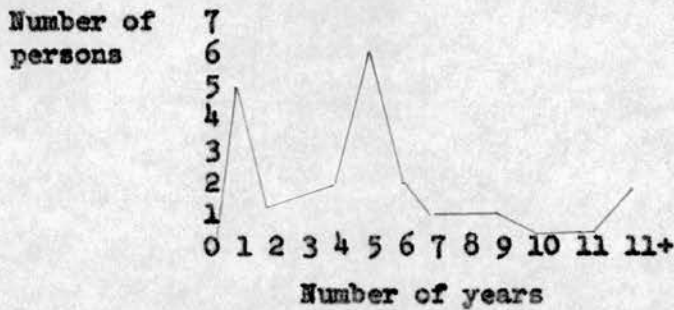
It is also noteworthy that 20 out of the 22 adult educators had had some teaching experiences before taking up their present posts. The following table shows the detailed breakdown of their teaching experiences:

1. Cyril O. Houle, The Design of Education, Jossey-Bass. London. 1972. pp.38-46.

Primary level	2
Secondary level	11
University level	7
Vocational	2
	<hr/>
	22
	<hr/>

This finding seems to reinforce the concept that adult education tends to recruit its leadership from other fields at a mid-point in the individual's career rather than gaining its membership directly out of college or university.

Question 6: How long have you been working (full-time) in the field of adult education?



The Department of Extra-Mural Studies in the University of Hong Kong accounts for four of the six first-year persons involved. There have been two major staff changes in the Department, one in 1965 and a more recent one in 1971.

On the other hand, there have been practically no staff changes in the Department of Extra-Mural Studies at the Chinese University of Hong Kong except in November 1970 when Mr. T. C. Cheng gracefully relinquished his directorship owing to the fact that at the time he was the head of three major departments in the University. The fact that there has been no staff change (full-time) in the Chinese University may partially help to explain the steady progress of its extra-mural programme as enrolment figures in recent years seem to have confirmed this point. (From 4,717 in 1965 to 12,478 in 1971)

Question 7: Have you received any formal training in adult education before taking up your present post?

Of the 22 adult educators responding to the questionnaire, only one, from the University of Hong Kong, claimed to have received one year certificate level training at Garnett College, London. However, there is no precise knowledge as to what type of training was involved. Further investigation reveals that

Caritas has sent two of its staff studying adult education in a Canadian University. In addition, the Adult Education Section of the Education Department is to sponsor one of its staff to read for the Diploma course in Adult Education in one of the universities in the United Kingdom for the 1972-73 session.

Question 8: Have you received any training since taking up your present post?

Of the 22 adult educators involved 3 from the Adult Education Section of the Education Department have received formal training in adult education since taking up their present posts; two completed the Diploma course at the University of Manchester while one participated in a 3-month certificate course sponsored by the University of Edinburgh. Subsequent investigation reveals the following statistics concerning persons who have received formal training in adult education (from Hong Kong) in the United Kingdom:

<u>Organization</u>	<u>Length</u>	<u>Quali. Obtained</u>	<u>Type of Training</u>	<u>Course run by</u>	<u>Total</u>
Ad. Ed. Sec. Ed. Dept.	1 year	Diploma	Post Graduate	Manchester	5 *
Ad. Ed. Sec. Ed. Dept.	3 months	Certificate	mixed	Edinburgh	1
Dept. of Extra- Mural Studies Uni. of HK.	1 year	Diploma	Post Graduate	Manchester	2 +

Note: *Two of the 5 persons have left the Adult Education Section.
+One of the two persons is now working in the Department of Extra-Mural Studies, the Chinese University of Hong Kong.

Question 9: How were you 'recruited' into the field of adult education?

by chance	6
my own wish	13
no other choice	2
no response	1
Total	<u>22</u>

In the Education Department, it is a practice for its staff to ask for transfer to other section in order to facilitate promotion which partly depends on vacancy available and partly on the recommendation of the Section Head.

In view of unusually great staff turn-over in the Department of Extra-Mural Studies in the University of Hong Kong, it appears that the Department has been used as a stepping-stone for career advancement by its staff, particularly the overseas appointees the majority of whom come to Hong Kong for specific purpose, either to gather data for his book or to do research of his own interest. In contrast, there has been no resignation of staff tutors in the Chinese University, partly perhaps due to their inability to find a better job and partly because they are satisfied with their work....

Question 10: Do you think it is necessary for adult educators to receive some forms of training in carrying out their work?

20 out of 22 responded with a positive 'Yes'. There is also consensus of opinion that adult educator is a specialized field and as such persons working the field should receive some form of training such as psychology and teaching methods.

Question 11: Does the department or organization in which you work encourage you to receive formal training in the field of adult education?

On this question 10 responded with yes, 9 with no and 3 refrained from making any comment. Further investigation by talking with heads of various organizations reveals that (a) Caritas has 2 staff members studying adult education in Canada (b) The Department of Extra-Mural Studies in the Chinese University has just (Spring 1972) agreed in principle to subsidise its staff to study adult education abroad when they are on long leave.

Question 12: If you were given an opportunity to receive some form of training in adult education, what would you like to know more about? (in order of priority)

Of the 22 questionnaires returned 5 did not respond to this question. The following table shows the order priority indicated except those with 1 response only.

Teaching methods	5
Psychology	5
Theory in adult education	3
Methods in promoting ad. ed.	3
Methods in Adult Education	3
Comparative study	3
Identification of needs	2
Counselling methods	2
Programming	2

It appears that most adult educators are concerned about teaching methods and psychology despite that fact that the majority of these people have already had some teaching experiences before taking up their present posts. It is interesting to note that some of them also express the desire to know more about theory and methods in promoting adult education. Since the overwhelming majority of the adult educators have to adopt the 'hit and miss' method in going about their daily chore, it is understandable that they wish to have some basic knowledge about adult education while at the same time desire to acquire some practical knowhow to carry out their work.

SECTION II

Question 13: What is the condition of accommodation in your organization with particular reference to classroom arrangement for adult activities?

Result of the opinions expressed is as follows:

good	3
satisfactory	13
poor	6

It may be pointed out that in addition to rented premises both Departments of Extra-Mural Studies have their own town centres. Most of the facilities are in the form of lecture rooms and this undoubtedly limits their use and consequently affects the type of programme offered.

The Adult Education Section of the Education Department as a rule, makes use of government primary, secondary and at times colleges of education for its evening activities. In so doing it can utilize workshops as well as laboratory when needed.

Question 14: Does your organization have provision for teaching aids?

It is encouraging to find that all the adult education organization in the Colony have some

provision for teaching aids, although they are occasionally used as indicated by the return of questionnaires. Speaking from the writer's own experience, the teaching aids may be more extensively used if the part-time tutors are taught how to use audio-visual aids as too often the use of such tools depends on the availability of a trained technician.

Question 15: Do you find it difficult to secure the 'right' part-time lecturer for the courses you are planning?

21 out of 22 questionnaires returned indicated they experience difficulty in finding suitable persons to teach courses. To be sure, within the universities there are sizable number of full-time staff; but they are only available at certain period of the year, depending on individual's liking in taking up evening courses. Experiences show that the more established or senior staff are reluctant to give extra-mural courses partly because they find the reward (£4 per hour) not attractive enough and partly because of the low status of extra-mural work (marginal or remedial) commonly conceived by the academic staff in the universities. Another stumbling block to attract suitable persons to teach in the evening is that the two Departments of Extra-Mural Studies are not empowered to advertise for lecturers in the public media. On the other hand, there are other less qualified persons waiting eagerly to be enlisted as part-time lecturers. Several reasons account for this phenomenon: Firstly, the pay of £4 per hour is the highest in the Colony. Secondly, the prestige of teaching within the confines of a university is highly valued and often sought through personal influence. Finally teaching in extra-mural classes can be used as a stepping-stone to enhance one's career. On the Government provision side, the officers in the Adult Education Section find it less difficult to secure teaching personnel as many day-time teachers are only too glad to earn an extra income by giving lessons in the evenings. The Adult Education Co-ordinator of Caritas reveals that they experience little or no difficulty in finding suitable persons to take charge of their programme, ranging from literacy, Chinese typing to more academic work within the secondary school curriculum.

Question 16: What is your relationship generally with your colleagues?

Although 16 out of 22 questionnaires returned indicating somewhat congenial relationships among the adult educators in their respective organizations, the picture is far from complete. As a

result of further investigation and informal interviews diversified opinions are gathered as follows:

Senior appointments in the Education Department as a rule follow the rigid practice of seniority and this often means assigning officers to head a section to which they have no previous experiences of the work involved. The reasoning behind such a practice is the general belief that officer can make the necessary adjustment based on experiences serving under the Department. In reality, this is often not the case and as a result conflicts and suppression become inevitable. The Head of the Adult Education Section had recently resigned and in his place another officer who had no previous experience in adult work has been transferred to head the section so as to gain promotion. Such a move has generated dissension within the section and invariably affects all concerned. It was also revealed that an officer who was sent by the Department and successfully completed the diploma course in adult education at the University of Manchester left the section several years ago largely on the question differential treatment on promotion policy.

The Department of Extra-Mural Studies in the University of Hong Kong so far has had three senior appointments and all of which went to overseas appointees and this has enraged the staff in general, particularly the local ones who have been with the Department for a long period. What makes the matter worse is that most overseas appointees come to Hong Kong on secondment basis (mostly 2 or 3 years) and by the time they get to know their ways they return to their homeland. The whole process is repeated again with another overseas appointment. It is obvious that contribution from such brief tours at best is negligible. The plain truth is that apart from monetary gain, often we find people coming to Hong Kong for specific reasons such as writing a book or gathering materials for research papers or even simply for a change of environment and the Department of Extra-Mural Studies is an ideal place for such a sojourn.

Question 17: How are your working hours?

very long	2
long	8
reasonable	12
very short	0
	<hr/>
	22
	<hr/>

Admittedly this is a highly subjective question, depending on personal perception of his work. Further investigation reveals that the working

load of the adult educators is seasonal, particularly in the beginning of a term or session when they have to visit and supervise courses in the evenings. As a rule, there is no extra pay for overtime except half-day off as time compensation.

Question 18: Are your working hours (time of attendance)

very convenient	0
convenient	11
satisfactory	9
inconvenient	2
very inconvenient	0
	<hr/>
	22
	<hr/>

The overall response to this question seems to indicate an air of satisfaction among the adult educators regarding office hours. In fact staff tutors are not required rigidly to observe working hours as the nature of their work often calls for duties at odd hours.

Question 19: Are the promotion prospects in your organization

very good	0
good	2
satisfactory	5
not very good	8
very bad	6
no response	1
	<hr/>
	22
	<hr/>

Judging from the above response, there seems to be a general discontent among the adult educators concerning their promotion prospect. Further discussion with the persons involved reveals the following points:

Adult Education Section: (Education Department)

Promotion is largely based on the number of years one has served in the Department rather than in a particular field or section and this often means sending a 'new' man to head a section, causing conflicts and dissension among the staff concerned.

Department of Extra-Mural Studies: (University

of Hong Kong) So far there has been 3 senior appointments all of which went to newly recruited overseas appointees and this has generated a feeling of general discontent among the staff.

Department of Extra-Mural Studies: (The Chinese University of Hong Kong) With the exception of their Deputy Director who had been up-graded twice, there has been no senior appointment in the department. The atmosphere is one of 'saturation' in which the staff see little hope of getting promoted....two staff tutors went so far as to refer the post as a 'semi-retired' job.

Caritas: The persons who filled in the questionnaires are either Head or acting Head of their respective sections and consequently promotion does not seem to be a problem to any of them.

Question 20: Are you looking for another job?

18 out of 22 responded with 'No' and only 4 with 'Yes'. This may be interpreted that although there may be discontent among the adult educators, such a feeling has not reached the point of no return. It is interesting to note that of the 4 returned with 'Yes'--2 from the Adult Education Section and 2 from the University of Hong Kong--this may be a reflection or confirmation of the general discontent among the staff with reference to Question 19 in this survey.

Question 21: At which section of the community is your work mainly aimed?

mass	2
privileged group	4
under-privileged group	0
a mixture of above	16

Despite the fact that adult education courses or programme are being offered by various agencies at different levels of standard (from literacy to post-graduate standard), it is the general opinion of the adult educators that they are serving the community as a whole. It is, however, unmistakably that the two Departments of Extra-Mural Studies mainly cater for the needs of the middle class or those who can afford to pay, with an average fee from 20p to 40p per hour. In fact, the high-fees charges for extra-mural courses in Hong Kong is in complete contrast with its counterparts in the United Kingdom where the fees are usually a nominal one, with heavy subsidies from the local education authorities. In Hong Kong apart from salaries of the staff and limited budget for rents, both Departments of Extra-Mural Studies are expected to run on a self-supporting basis with money coming from student fees.

position in the community while the other half indicate 'uncertainty'. Further investigation reveals that 5 out of 6 officers from the Adult Education Section of the Education Dept. responded with 'neither respect nor criticism'. It is almost an accepted practice for civil servants not to indulge in any comments about the Government as they are not permitted to express their opinions in the public without permission. It may seem logical to assume that the officers working under the Education Dept. simply do not 'care' what the public thinks of their work as their main concern is to carry out their duties as outlined by the Education Department.

Question 24: What are the aims or objectives of your organizations?

Apart from 2 who returned with 'don't know' the main responses are as follows:

To offer various service to serve the community	4
To serve selected section of the community	3
Heighten competence	3
Remedial work in education	3
Civic education	2
To take university to the public	1
Social welfare	1
Encourage further education	1
Promotion of learning	1
Life enrichment	1
	<hr/>
	20
	<hr/>

Judging from the above responses, it is obvious that there is no consensus of opinion as to what kind or type of services being rendered by various adult education agencies in the Colony. On the other hand, most workers in the field seem to conceive their work as a 'service' to meet the needs of a particular section of sections of the community.

Question 25: To what extent has your organization achieved its aims?

90%--100%	0
80%--90%	5
70%--80%	4
60%--70%	5
50%--60%	2
25%--50%	1
less than 25%	0
no response	5

Apart from 5 returned with no response 14 out of 17 indicated success ranging from 60% to 90%. Admittedly this is a highly subjective question calling for personal assessment of the adult educator's own organization.

It is, nevertheless, gratifying to know that they 'feel' they are achieving considerable degree of success in their endeavour.

Question 26: What is the long term planning or policy of your organization?

There appears to be a general understanding among the adult educators that no long term policy are envisaged by their organization regarding future development. This question has been deliberately designed to confirm or contradict such a belief. The results of the question are as follows:

No response	7
Do not know	7
No long term planning	2
To create self help	1
To take University to public	1
To develop new area	1
Continued improvement of existing courses	2
To organize courses for adults	1
	<hr/>
	22
	<hr/>

The above result further confirms that sad truth that there is little or no long term planning in the field of adult education in the Colony. Several reasons account for this: To begin with, both the Adult Education Section of the Education Department and the two Departments of Extra-Mural Studies are generally conceived as marginal activities by their respective authorities (although strong verbal support has been voiced by higher authorities on a number of occasions) despite the rapid increase of enrolment. Self-supporting is the key word in financing extra-mural work in the Colony and this undoubtedly puts a 'brake' on any long term planning as finance is crucially dependent on incomes from students' fees. Finally it appears that the current heads (1972) of various adult education organizations are themselves fighting for promotion and status and this invariably means greater attention is devoted to personal gains than that of public interest. Suffice to state here that as the Director of a department in any of the two universities in Hong Kong, one can be assigned any status ranging from lecturer to the rank of full-professor.

Question 27: To which one of the following classifications would you assign the Major activity of your department or organization?

remedial	1
liberal studies	1
vocational	5
a mixture of above	15

The majority of the response received clearly indicated the mixed nature of the program offered by different adult education agencies in the Colony. It is significant to note that 3 staff tutors in the University of Hong Kong conceive their work of vocational nature although traditionally extra-mural department is supposed to be mainly engaging in liberal studies program. The unusual emphasis in vocational field perhaps reflects the fact that Hong Kong society, as a whole, is a pragmatic one.

Question 28: Does your department or organization maintain close contact with other adult education organizations in Hong Kong? (Scheduled meetings, program planning, exchange use of facilities, etc.)

Of the 22 responses returned; 9 with yes and 13 with no. For the 9 who claim their organization maintain close contact with other adult education organization in Hong Kong, the relationship is mainly in the form of seminars or occasional conference. Further investigation reveals no co-operation exists in such areas as program planning, or the use of facilities. In fact there is no scheduled meetings among these agencies except an annual social luncheon as in the case between the two Departments of Extra-Mural Studies.

Question 29: Speaking from your experience of part-time lecturers or instructors, how important are the following reasons for their taking up a part-time post? Please rank in order of importance.

Based on a 6 point calculation the results are as follows:

1=most important 6=least important

<u>REASONS</u>	<u>TOTAL POINTS</u>	<u>AVERAGE</u>
for status reason	50 (17 responses)	3
for financial reward	39 (20 responses)	2
to meet students	83 (19 responses)	4.3
social responsibility	80 (19 responses)	4
intellectual stimulation		
as a help in the career	71 (19 responses)	3.7
advancement	44 (15 responses)	3

From the above results, it is obvious that in the opinion of the adult educators most part-time instructors have the financial aspect in mind when

taking up adult education activities. This is most apparent in the work of the Adult Education Section of the Education Department in which most part-time staff are themselves day-time regular teachers (in government schools) who merely wish to get an extra income to supplement their earnings. As expected, status ranks high among the reasons for people to participate in evening adult program. This is particularly relevant in the case of extra-mural departments in which not only the pay (£4 per hour) is the highest in the Colony but also the prestige of having one's name in the Departments' seasonal pamphlet with a circulation over 40,000 is much sought after, particularly by persons outside the universities.

Career advancement is also a prominent reason for people taking up instructional duties in adult activities. In fact, evidence in the past shows that a number of people even claim to be university lecturers after giving one or more courses for any of the two local extra-mural studies departments. With Chinese traditional respect for teachers in general it is not unusual to find people attempting to identify themselves with the institute of higher learning whenever feasible. In a society where pragmatism is thriving it is not difficult to see why such things as 'social responsibility' and 'intellectual stimulation' rank low among the motives for part-time instructors to take up adult education work in the evenings.

Question 30: Speaking from your experience, do you see any evidence that adult education has influenced the system or structure of formal schooling (Primary, Secondary or university) in Hong Kong?

On this particular question, 14 returned with No, while 7 with Yes. Further examination of the completed questionnaire reveals that 3 Yes returns did not attempt to give evidence to support their answers while 2 Yes based on highly hypothetical calculation. (The example given: teachers who had attended a seminar on teaching methods might be influenced in changing their attitudes towards teaching techniques--which has little to do with the system or structure of formal schooling) Another Yes return claimed that some daytime students might be induced to attend evening classes. There is indeed no evidence that any adult education activity has influenced the system or structure of formal education of the Education Department and the voluntary organizations such as Caritas or Kai Fong Associations offer programmes of remedial or vocational nature, playing a supporting role to the formal system of education.

Contrary to traditional British extra-mural work, the two Departments of Extra-Mural Studies in the local

universities offer courses in liberal as well as in vocational fields. There is still a strong inclination to seek immediate return for one's educational efforts and the idea lifelong education has not yet been accepted by the community, partly perhaps due to the precarious uncertainty of the future of the place itself and partly because Hong Kong leads a Highly competitive style of life, both in private affairs and in business.

SUMMARY

It is the opinion of the staff tutors and programme organisers that there is a need for formal training for adult education workers, particularly in teaching methods and psychology. Such an expression also fits in with the description by Brooke¹ who comments:

Once individuals have become involved as teachers of adults they recognize a need for special training and education about teaching adults.

The survey also reveals that nearly all of these programme organisers were not originally prepared for their present jobs and they have entered the field after a mid-career change. Since adult education is not yet a full-grown profession in Hong Kong, most career workers at this level express anxiety regarding promotion and future prospect and this undoubtedly hinders the growth and development of adult educational work.

1. Wilfrid M. Brooke, "The Adult Basic Education Teacher in Ontario. His Background Problems and Need for Continuing Professional Education". Unpublished M.A. thesis, Ontario Institute for Studies in Education, Ontario, 1969.

CHAPTER EIGHT

CONCLUSION

General Review

The provision of adult education in Hong Kong prior to World War II had been piecemeal and fragmented. There had never been a clear statement from the Colonial Government on the role and objectives of adult education. In fact, up till the early fifties the Government was mainly concerned with the provision of adequate facilities for those who were of the right age to attend the primary schools.

Admittedly there were sporadic efforts to organize some forms of education to adults in the evening before the Pacific War (1939). However, the overwhelming majority of these activities were of either vocational or remedial nature. The Technical Institute, opened in 1907, offered basic vocational training in the evenings such as ship-building, physics and chemistry. As for the voluntary organizations with education as a secondary aim, the Y.W.C.A. in early twenties conducted classes in elementary English, sewing and occasionally recreational classes in swimming and the like.

Founded in 1911 the University of Hong Kong up till the end of World War II had only a few hundred students and during such time there was never any official indication or inclination to offer some forms of adult education to the general public. It was not until 1956 that the Department of Extra-Mural Studies was established, partly as a result of the recommendation of the Keswick Report on Higher Education in 1952.

In short, prior to 1945 adult education in Hong Kong interested only a small percentage of the population and received scant consideration and financial support from the Government, which perhaps

inadvertently appeared to be satisfied that such a provision could be left mainly to voluntary effort. This attitude coincides with what Dr. John Lowe of Edinburgh University describes of the adult education movement in the United Kingdom in modern times. Dr. Lowe is further alarmed to see that:

The national government and the local authorities still treat adult education as a marginal responsibility. They behave as though no kind of systematic education is required once people have passed the age range of 15 to 22. Their attitude can be seen from the small amount of money they allocate to adult education.¹

* * * * *

Immediately after the war, as expected, the Government was pre-occupied with the reconstruction of vital social services such as food supply, housing, communication of all forms and the like. Education as a whole received only moderate attention. It is true that efforts were made to re-open the Government schools, most of which lay in ruins; but there was neither any long term planning nor specific policy to tackle the problems in education, least of all concerning education for adults.

One striking influence of the Chinese Civil War, following almost immediately after the end of World War II, was the sudden influx of refugees streaming in from Mainland China. The influx was startling. After dropping markedly during the Japanese occupation, the population stood at about 600,000 in 1945. With the arrival of refugees from China's Civil War, the total was to reach 2.36 million within three years.² The 1961 Census counted 3,133,131.³

1. John Lowe, Adult Education in England and Wales, Michael Joseph Limited, 1970. See Preface.
2. World Survey, HONG KONG, The Atlantic Education Trust, No.43. July 1972. pp.3.
3. An Introduction to Hong Kong, A Hong Kong Government Information Services Publication. 1972. pp.11.

In fact refugees had already started to come to the colony by the end of 1946. Government then issued no restriction to regulate the flow of refugees into the colony in the hope that as soon as the War was over many, if not all of them, would return to their motherland as they had done before when there was civil war or disturbance in Mainland China prior to 1945. However, this was not to be the case. Since the founding of the People's Republic of China the majority of these refugees elected to stay in the colony for reasons ranging from fear of being prosecuted to the alarm of having their properties confiscated by the new government.

This abrupt change of attitudes by the refugees to remain in the colony invariably caused social problems and implications. The Government was at loss to deal with such huge number of unwelcome visitors. To be sure some of these refugees brought with them their wealth and expertise in certain fields of which Hong Kong eventually was benefited from their enterprise and adventures. A recent publication by the Hong Kong Government Information Services points out that:

They brought with them the only raw materials the 'barren rock' could hope to acquire--manufacturing skills, an appetite for work and intuitive response to challenge.¹

However, the great bulk of them arrived practically penniless or with just barely enough to get by for a few months. In short the Government was caught unprepared. It was largely as a result of this sudden increase of population, including a sizable number of school age children, that the Government reluctantly embarked on the bi-sessional primary school system in order to cater for as many as the then existing school age population. The whole scheme was mainly

1. An Introduction to Hong Kong. Hong Kong Government Information Services Publication, 1972. pp.7.

concerned with the primary school population and for the secondary level, the Government was satisfied to leave it in the hands of the religious bodies and private schools.

As noted earlier, many of these refugees were of adult age with diversified background and experience and surely something must be done to assist them to integrate into the style of life in the colony if they were to become permanent residents. Gradually it became apparent to the authorities that some forms of adult education might be desirable and necessary to alleviate the burden and handicap of the new arrivals. It was apparently such an atmosphere that prompted the eventual establishment of the Adult Education Section under the Education Department in 1954. In fact between 1952-53, an education officer was sent to Canada to observe and learn the working machinery of some adult education agencies.

On the other hand, it would be wrong to assume that the idea of educating the adults as a means of effecting economic and social changes was the primary target of the Government venture in fostering adult educational activities, particularly in the fifties. For the Government as a whole had no long term planning as such that might be cited as evidence to such an attempt. The usual problems in planning nationally or citywise on a large scale such as those mentioned by R. C. Prosser in his doctoral thesis—The Development and Organization of Adult Education in Kenya (1945-70) surprisingly were not seriously encountered. For example, the establishment of satisfactory planning machinery, the collection of factual information, the drawing of conclusions, the statement of general objectives and the preparation of a policy, the establishment of priorities amongst the objectives, and the institution

of review procedure and evaluation processes.¹

Accelerated work organized by the Adult Education Section was forced upon it by the demand as well as the restlessness and the mood of some portion of the refugees who were striving to adjust themselves in a markedly different community life in Hong Kong. There was, as expected, a gap between the life style and education system in Mainland China and that of Hong Kong at the time. Whatever the Adult Education Section offered at best could only eradicate some of the obstacles imposed on the new arrivals. As a matter of fact, there was no indication that these people would avail themselves of activities arranged by the Education Department. The writer's own experience and observation during these trying times also confirm the fact that not only the refugees but also the local residents then experienced the misfortune of economic and political crisis and that life was full of uncertainty, to say the least!

From the establishment of the Adult Education Section in 1954 till 1966 the Section was fortunately under the able and enthusiastic directorship of S. K. Cheung who set the pattern of work organized, financed and conducted by the Government under the overall supervision of the Education Department.

* * * * *

When the first Department of Extra-Mural Studies was established by the University of Hong Kong in 1956, it followed, as might have been expected, British tradition concentrating on liberal studies, mainly for the educated minority in the colony. After 1960, with the arrival of its second director Ieuan Hughes, the Department gradually diversi-

1. R. C. Prosser. The Development and Organization of Adult Education in Kenya, 1970. pp.358.

fied its programme offering both vocational and liberal courses. During his search and investigation, the writer was struck by the fact that the number of enrolments of this department has been maintained about the 5,000 mark in the past decade despite a sizable increase of staff. Ieuan Hughes, Director of the Department from 1960 to 1966, at times forcibly claimed that the Department was pursuing a policy of retrenchment and by this he meant to limit its programme according to manpower available. Judging from his research, the writer is convinced that at least in part the growth of the Department has been necessarily limited by the unusually high rate of turnover of staff, particularly the expatriates, most of whom come to Hong Kong to do a 2 or 3 years tour and usually leave the Department when they have just become accustomed or adjusted to the local conditions and style of life. The writer further believes that the Department's work is also handicapped by the apparent lack of local staff who have the obvious advantage of sensing the community needs and making easier contacts with other local agencies or institutions in the overall attack by adult education in general.

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The Chinese University of Hong Kong was founded in 1963 and the Department of Extra-Mural Studies came into existence in April 1965. The first two staff members of the Department were recruited from its counterpart in the University of Hong Kong. The programmes offered by the Department in the early days were similar to that of the University of Hong Kong. Since the majority of the courses were offered through the medium of Cantonese (local dialect), there is an obvious advantage in this arrangement and the Department's enrolment jumped from a mere 4,000 in its first year to over 18,700 by the end of 1974.

Recent innovations in the Department included an half hour weekly television programme beginning from spring 1970 and lasting till the end of the year; and the more recent projects in late 1972 consisted of a certificate course through the medium of radio and an experimental course adapted from the Open University scheme in Britain. (for detail, see Chapter 5)

On account of the rapid increase in enrolment, the Department in the past years has been able to accumulate a considerable sum of reserved fund for special needs or projects. However, the financial condition in recent years has been hard hit by high rents and inevitably the Department's headquarter had to move to less convenient but less expensive premises in October 1973.

Since the inception of the Department in 1965, it has organized over a dozen certificate or examinable courses. Unfortunately there were no follow up studies on its graduates, although a number of them are since reported to have secured jobs on the strength of the Department's certificate. With the official opening of the Hong Kong Polytechnics in August 1972, it is more likely than not that the Department will have to rethink its future certificate programmes in order not to duplicate such offers by the Polytechnics, not to mention possible saving in manpower and money.

At the same time it is only fair to point out from the writer's own experiences, that the Department's work has been unduly hindered by the financial arrangement imposed upon it by the University Finance Office. Apart from the salary of a number of the senior staff, other expenses such as clerical assistance, the usual office equipment and rents are to be paid from the fees secured from the participants. In other words, it has to run a self-supporting programme which in turn

means high tuition fees ranging from 20p to 50p per hour, making extra-mural courses available only to those who can afford to pay. Another interesting point is that in recent years the Department has never been informed of any annual budget and this undoubtedly causes anxiety and a concern in the Department, particularly detrimental to long term planning for future development.

Despite the occasional claim by the university authority that the Department of Extra-Mural Studies is the 'public relations man' of the university, it is still being considered as a marginal activity in the university. Evidence to this remarkable irony can be seen in the fact that often requests for purchasing additional equipment (from the Department's own money) are turned down by the Finance Officers, most of whom know little about education and still less about the work of adult education and its implications for the community at large.

A more recent threat to the Department is the way in which other departments in the university attempt to 'cash in' on part of the reserved fund accumulated by the Department. For example, the School of Education in the university in winter 1972 proposed to hold a conference on Teaching of Chinese and its Director, through some skilled manoeuvre at top levels of the university, managed to 'force' the Department to contribute substantially towards the cost of the proposed conference. To be fair, the idea of holding the conference is a noble one and a worthy project; but to ask the Extra-Mural Studies Department to simply foot the bill without even the thought of having it as co-sponsor is an unforgivable sin. After all the Department has been organizing courses of a similar nature and teachers in the field in the past have sought guidance and mutual discussions by participating in courses run by the Department. More pointedly, if

the Department is to develop its potentials as it should, it must strive to achieve a greater degree of financial freedom from the university finance office. If the Department is to receive the proper respect it deserves, it must convince the public and the university authorities that it is not a marginal activity as treated by the university in general.

* * * * *

As noted earlier, a number of voluntary organizations had already begun to make their influence felt in the field of adult education by offering remedial and basic skill courses to the public, notably the Y.M.C.A. and the Y.W.C.A. However, such efforts had made little impact on the community as a whole prior to 1945. Attendance at such activities was usually limited to the more open-minded or educated members of the community and the scope of programme was meagre compared with later development in the sixties.

During the War some of the Y's buildings were either pillaged or bombed and consequently both Y.M.C.A. and Y.W.C.A. laboured on the problems of reconstruction and reorganization in the postwar years while attempting to resume its public services, including recreational as well as basic general education. Today with building and centres spreading all over the Colony, the Y claims to be serving all nationalities in diversified capacities with an annual membership of thousands.

Like most voluntary organizations, the Y's chief aim is not education despite the fact that the Chinese Y.M.C.A. also runs full-time day schools. Education is viewed as a means to an end. It is of secondary importance and at best can be described as 'Religion through education'. Judging from the programme organized by the Ys

for adults in the past decades, it is correct to state that the bulk caters mainly for leisure activities and basic skills or knowledge.

The Kaifong or neighbourhood association burst into prominence in late forties after having been in existence for decades in a small way in the Colony. Officially there are over 40 kaifongs listed in the Hong Kong Year Book. However, only a small number offer regular community services and a still smaller number have provision for adult education activities. The reason for this apparent lack of interest is not hard to discover. The chairman of each kaifong is to be elected on an annual basis and this undoubtedly affects any prospect for long term planning, although in practice some kaifong leaders usually stay on longer than one year. With the exception of a few, most kaifongs run on a contribution formula in which monies are solicited from year to year, mainly from the district members who wish to become kaifong leaders.

The education programmes offered by the kaifongs are usually literacy classes or courses of basic skills such as sewing, typing, elementary English and occasionally recreational activities. Participants are usually drawn from the lower income groups in the community. Investigation reveals that attendance may vary not only from course to course but also from one district to another. Based on the information gathered, it is the writer's opinion that the kaifongs are performing useful services to the community although there is an obvious need to consolidate their efforts and pool their resources, perhaps through the Joint Kaifong Association with a view to improve their services.

The work of the British Council in Hong Kong can be best described as informal or unstructured educational programme, which

includes: lectures by specialists from abroad, exhibitions, displays, filmshows and theatrical performance. It appears that the activities of the Council are usually attended by the more educated persons, including students in the upper forms. The programme, as a whole, is of cultural flavour. The British Council only serves a very limited section of the community but its usefulness is seldom questioned as evidenced by its purposes and activities. In the course of investigation, the writer was struck by the fact that few people in the education circle know exactly what the role of British Council in Hong Kong is, despite some good works being carried out by the Council, such as secondment of English Language teachers from United Kingdom to alleviate the acute shortage of trained or experienced English Language teachers. It would seem logical for the Council to publicise more of its work with a view not only to attract more public support but also to make the public more aware of its services and activities, fostering its effects in the community.

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It appears at least superficially that Hong Kong has provision for adult education ranging from literacy level to university adult education. An outsider who visits the Colony may even be impressed by some of the facilities and arrangement for some portion of the general public in the field of adult education.

However, a more critical look at the picture as the writer has attempted in this study, crystalizes the concealed defects which are likely to cause problems and implications in the year ahead. As noted earlier, the first interest in some form of adult education provision shown by the Government was in the early fifties as a result of a steady stream of refugees flooding into the Colony. The Government

then was 'forced' as it were to see if something could be done to alleviate the hardship and problem of adjustment for the new arrivals. It would be wrong to assume that there was any long term planning or policy aiming to serve the public at large; for whatever programme the Government had in mind at the time, it was a temporary measure. Strangely enough there were practically no comments or initiatives responding from the educationists among the private or subsidised schools which catered (still do) for the greater part of the school population in Hong Kong.

Today the Government often boasts the number of enrolments and activities conducted by the Adult Education Section of the local Education Department, printed annually by the Government for overseas distribution. It is impossible to find any far-sighted or long term planning envisaged by the Section. The sad truth is that the Government is satisfied merely to see the people's mind being 'occupied' and the idea of using adult education as a means to effect social changes, both in behaviour and attitudes, appears to be out of place in its programmes.

Since the retirement of S. K. Cheung who contributed over 12 years of devoted service, the Department has been experiencing difficulty in finding a Head. At one time within a short period of 10 months, the Department had its Directorship changed three times and this gives a clear indication of instability and the lack of a qualified person to fill the post. One damaging practice in Government services, the Education Department in particular, is that often only seniority counts and this often means the less able old-timer will get the top post and in so doing making life miserable for those working under him. The writer's informal talks with a number of staff in the Department

also confirmed the existence of such a malpractice. In addition, there are the so-called 'favourite sons' of certain top administrators in the Department, most of whom usually secure rapid promotion through the means of transfer and again such a move causes discontent and loss of interest, as evidenced by the fact that out of five adult education officers who have had training at Manchester University at the Department's expense, two have since asked (subsequently granted permission) for transfer to other sections.

In criticising the Government's role in developing adult education, the writer has also to admit that the Adult Education and Recreational Centres do provide an outlet for those living in congested districts, making life more tolerable in a highly commercialised city like Hong Kong. One urgent need is to find a group of devoted professionals to advise the Government on its future plans in order to meet the needs of the community, making it a truly integral part of the educational system. In an effort to restore the confidence of the staff, the search for a suitable Head for the Adult Education Section tops the priority list. It is highly possible that the Section can survive without a director; on the other hand, anything short of a complete overhaul of the machinery and personnel will see the Section gradually degenerating into a lifeless and dissenting group in the Education Department.

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By the end of 1972 the Department of Extra-Mural Studies in the Chinese University of Hong Kong was able to report an impressive number of enrolment over 15,600 while its counterpart in the University of Hong Kong reached 5,500, making a total of over 20,000. Compared with other Extra-Mural Studies departments in U.K., the above figures look

astonishingly remarkable for any city with provision for university adult education. For example, the enrolment for extra-mural studies in all Scottish universities in 1972 only numbered a little over 20,000.

However, the picture is far from complete and enrolment figures can at times be misleading! It has to be admitted that the growth of extra-mural work has been steadily on the rise, particularly in the Chinese University. With a more critical look at the figures in the past, one is bound to find the bulk of courses are repeating themselves with little change. Another interesting aspect is that most courses are either conducted by lecturers in the two local universities or outsiders, either from industry or private sectors. The so-called senior staff, namely senior lecturers, readers or professors, seem to take no notice of such an important service to the community by the university through the Department of Extra-Mural Studies. With some exceptions, most of the courses conducted by the lecturers seldom call for intensive preparation as the majority of them are only willing to offer courses with little preparation closely related to their teaching subjects in the daytime. From informal talks with the tutors in charge of organizing courses, it was revealed that in recent years they found it increasingly difficult to enlist the services of the university staff. The usual excuse is that the lecturing fee of \$60 (£5) per hour is not attractive enough to warrant one's efforts. As a matter of fact, the lecturing fee was slightly adjusted in 1971, raising from £50 to \$60. Unfortunately such an increase was largely absorbed by inflation and rising cost of living. The Department is left with little choice, either to raise the lecturing fee or to look for outside help from the community.

One obvious defect of extra-mural work in Hong Kong is the lack of cooperation between the two local universities. It is not unusual to find both Departments offering the same certificate course while drawing lecturers from similar sources. A closer investigation reveals that such an apparent lack of co-ordination stems from the deep-seated distrust dating back to when the current Director in the Chinese University was working as assistant to the Director in the Hong Kong University. There appears to be an ideological conflict on how extra-mural programme should be organised! As early as 1968 the then University Grants Committee in its report rightly pointed out the importance of 'a common attack' on university adult education. Unfortunately such a timely warning seems to have gone unheeded.

Another striking weakness involving extra-mural work is the apathetic way in which research is being treated by the two Departments of Extra-Mural Studies. Apart from occasional papers by its former director Mr. Ieuan Hughes, no research has been conducted or published since its first inception in 1956. To be fair, there are reports or short papers written by some of its staff in recent years, but only two in the field of adult education! (This statement is correct up to the middle of 1974.)

The Department of Extra-Mural Studies of the Chinese University in Autumn 1968 conducted a survey, aiming to find out more about the characteristics of the participants. Subsequent investigation reveals that the survey was largely originated by a staff tutor who was planning to read for an M.A. degree, hopefully to be benefited by the findings of such an exercise. In late 1970 with the arrival of Dr. Robert Chin from Boston University, he succeeded in persuading the Director to spend some £1,500 to conduct another survey, using the

1968 questionnaire forms with minor changes. It was agreed that Dr. Chin would report his findings in six months' time. Despite repeated requests from the Department for the completion of his analysis and report, no reply was received from Dr. Chin who had since returned to United States. This perhaps demonstrates the way in which some expatriates or overseas professionals at times have abused their privileges, making a bad name for others who may be genuinely interested in contributing to the better understanding and exchange of ideas among professionals in all parts of the world. Such a sad affair invariably sets a demoralizing tone towards research in the Department; and to make the matter worse, the Department is not willing to pay its own staff to conduct research while helplessly wasting a small fortune by an outsider!

In reality, such a negative attitude towards research is largely the reflection of the fact that both current Directors of Extra-Mural Studies are not research-oriented towards the field of adult education, with backgrounds as language tutor or staff tutor dating back to early sixties before being upgraded to their present post. On the other hand, it would seem difficult to justify the existence of a service university department having no interest in research. In Hong Kong, the meaning of research is often debased and limited to immediate routine matters such as finding out how many participants enrolled in Chinese Studies or the passing percentage of a certain course. In the United Kingdom, a number of former departments of extra-mural studies have recently expanded into either departments of adult education or departments of educational studies with a component of extra-mural studies to serve the public; and as a rule, these new departments all have provision for formal training and research

projects in adult education. It is the writer's opinion that such a trend or development is something that the two universities cannot afford to ignore, if extra-mural work in Hong Kong is to strengthen its claim and rightful place in a changing society.

Features of Contemporary Adult Education Provision in Hong Kong

At present there is no co-ordination among various agencies in the field of adult education in Hong Kong; and strangely enough such an arrangement is apparently deemed acceptable to most, if not all, of the agencies with provision for adult education programme. It is the more startling to find that the idea of co-ordination within the Government departments has not been given any serious consideration. The University Polytechnic Grants Committee on one or two occasions did emphasize the importance of cooperation between the two local departments of extra-mural studies; but such an appeal seemingly went unheeded. It is true that there is now a Joint Extra-Mural Board; but again, it is merely a 'show place' for the benefit of satisfying the U.P.G.C. The Board seldom meets and even if it does rarely any concrete suggestions or consequences can be effected from such a meeting, as evidenced by past experiences. The voluntary organizations, where adult education is usually of secondary importance in its overall programme, operate independently as if they are the only agencies with provision for adult activities. To be sure, there are occasional outcries as a result of conferences or visits by specialists from abroad for giving greater attention to adult education; but these are too few and far between to generate any constructive move in consolidating the existing provisions, not to mention coherence and expansion.

If adult education is to play a vital role in Hong Kong's overall development, surely development implies changes; and physical changes

cannot take place without changes of attitude and behaviour among the people. Such changes are usually the product of education and adult education can be an effective agent where rapid changes are taking place or in the process of becoming imminent. From being basically a entrepot prior to World War II, Hong Kong has gradually become a highly industrialized city state, changing 'from a warehouse to a factory'--as described by the Government in its recent publication.¹

Despite the progress and transformation taking place in industry in the past decade, there is still an apparent lack of understanding of the role and implication of adult education, particularly by the Government which ironically either directly or indirectly assists in the running of a number of adult education programmes. It appears that the wide view of adult education with all embracing implications has yet to permeate, as it were, from the very top policy makers downwards to the executives who are in fact empowered to interpret and administer the policy into effective practice. The situation is worsened by the fact that there is not yet a specific government adult education policy from which priorities may be drawn to guide those engaged in the field and through which a plan for the allocation of funds may be set up.

On the other hand, the public is slow to voice its opinions on the objectives or fundamental problems in the field of adult education. There is little evidence that the public really knows what it wants although enrolments figures in the major adult education agencies have been increasing in recent years. For the average man takes what is being offered to him and seems contented! In short, the question of 'felt need' does not appear to be a problem as the adult participants, on the whole, apparently are happy being spoon-fed!

1. An Introduction to Hong Kong, A Hong Kong Government Information Service Publication. pp.7.

As pointed out on numerous occasions by professionals in the field, terminological confusion prevails in any attempt to define adult education. Hong Kong is no exception. To the Government, as judged by its organization and programme, it largely centres on the idea of remedial and general education. The universities, while making claims on the idea of lifelong or continuous education, are increasing their offers in vocational and professional studies. It appears that the voluntary organizations are mainly concerned with general and recreational programme although the trend is to place greater weight on vocational training by the agencies with sound financial backing.

A distinctive feature of Hong Kong's adult education provision is that it is fragmentary, each organization or institution working on its own as if the others do not exist. Despite wide coverage it would be erroneous to assume that there is a well coordinated system like that of Singapore. By coincidence, such a picture fits into R. C. Prosser's statement concerning the Development and Organization of Adult Education in Kenya in which he claims:

Each organization engaged in adult education tends to act autonomously and without reference to the programmes of other bodies. They, in no way, constitute an organized whole.¹

One cannot help wonder whether or not such is an universal problem facing the development and expansion in adult education today! For example, in the New Territories literacy teaching is offered independently of farming technics or related matters. The extra-mural programmes bear little relationship with the Government provisions. The situation

1. R. C. Prosser, Development and Organization of Adult Education in Kenya, Ph.D. Thesis. University of Edinburgh. 1970. pp.408.

is further complicated by the emergence of Hong Kong Polytechnics in August 1972 with plans to engage in evening studies for adults. At present both the Extra-Mural Studies Departments and the Polytechnic are offering examinable courses on Industrial Design at similar levels, with the latter having advantage of well-equipped classrooms and facilities at its disposal. Obviously the time is ripe to draw up a 'division of labour' as it were, between the universities and the Polytechnic so that manpower as well as resources may be utilized to the fullest possible extent.

On the question of duplication, speaking at the Conference of Continuing Education Administrators, T. C. Lai (then Deputy Director of the Department of Extra-Mural Studies at the Chinese University of Hong Kong) claims:

Duplicating should mean a situation like this: the same thing done by the same person, in the same place, at the same time, for the same purpose, under the same circumstances. This situation rarely, if ever, exists Let the word 'duplication' be once and for all banished from the Dictionary of Adult Education.¹

Despite T. C. Lai's forcible argument, one should bear in mind the question of priority in extra-mural work, particularly since the two local extra-mural departments have to survive on a self-supporting basis. It seems both sensible and logical to avoid unnecessary repetition of courses; and monies as well as manpower thus saved may well be utilised for other projects or experiments.

Another glaring feature of adult education provision is the lack of training facilities, the two departments of extra-mural studies in

1. T. C. Lai, "A New Force in Continuing Education" in Conference of Continuing Education Administrators, Dept. of Extra-Mural Studies, The Chinese University of Hong Kong, April, 1967.

particular. Apart from occasional seminars as a result of visits by other professionals from abroad, there is no evidence of any form of organized training for the staff tutors who strangely enough, are chiefly responsible for the extra-mural programmes. The part-time lecturers for extra-mural courses are usually drawn from the university teaching staff while others come from different professions in the community. In the course of the writer's search, it would be difficult to single out a few who have had any form of training in teaching adults, among the estimated 200 regular part-time lecturers. It appears that the extent to which this situation can be remedied depends on the awareness as well as willingness of the persons in charge to initiate training provision for the extra-mural tutors or lecturers.

The irony of the situation in Hong Kong is that while it is almost taken for granted that in order to be an effective teacher either in primary or secondary school, one has to undergo some form of training; however, the same principle does not apply to university level and that anyone who is deemed qualified by the university authority can assume teaching duties, including extra-mural classes, without reference to any form of teacher training. It is also a fact that such an unfortunate phenomenon is being practised in other places outside Hong Kong. Perhaps it is time to start training programmes for all the university teaching staff in view of increasing complaints made by the students and the seriousness of the situation with far-reaching consequences.

On the problem of teacher training in adult education, the Adult Education Section scores high among other agencies or institution offering adult education programmes. There is a 3-month part-time

training programme for all prospective part-time teachers who wish to engage in teaching duties in the evenings. Although it is difficult to assess the effectiveness of such a programme as no evaluation or follow-up studies are conducted by the Section, nevertheless one has the impression that it is at least a step in the right direction in making adult education truly professional.

Programme planning, either at the extra-mural studies department, Education Department or even individual voluntary organization, is largely at the discretion of individual institution concerned. For example, the extra-mural programmes are mainly the work of the staff tutors who have been assigned to take charge of certain fields of studies according to their academic background and experiences. One distinct feature common to all adult education agencies is the lack of research and evaluation on programme planning. One possible answer lies in the fact that not infrequently most of the courses offered are over-subscribed and this no doubt discourages any initiatives to devise improved methods in programme planning. Another reason is that the overwhelming majority of the administrators in the field are not research-oriented as interviews and informal talks conducted by the writer confirm such a weakness. Being the institutes of higher learning, it is the writer's opinion that the universities must assume the lead not only in research itself but also in making other social and educational agencies aware of such a need!

At this point it seems appropriate to see what is 'happening' in the field of adult education in the neighbouring cities of comparable sizes. Singapore, among others, stands out in having embarked on a massive programme on adult education as early as 1960 when an Adult Education Board was established as a statutory body for promoting adult education.

Singapore is an obvious point for comparison; for it also is a separate political entity with a predominantly Chinese population totalling 2 million, just under half that of Hong Kong. The area of Singapore, 225 square miles, is about half that of Hong Kong; but the rugged nature of much of terrain in Hong Kong means that only 20% of the land area is suitable for agricultural use or for occupation.¹

Like Hong Kong, adult education in Singapore is the concern of various organizations and institutions such as Government, quasi-government, voluntary organizations and universities. The programmes offered are in great variety and in levels of extensive range of difficulty. They may be classified as Arts and Crafts, Business and Commercial, Industrial and Trade, Remedial, General Academic, Home Making and Health & Physical.²

The Adult Education Board is made up of eleven persons representing a variety of interests. It consists of a Chairman, Deputy Chairman and one member appointed by the Minister for Education. In addition there are eight nominees from other sections of the community:³

A nominee of the Minister for Culture.

" " " " Labour.

" " " " Finance.

An appointee of the Minister for Education from among the tutorial staff of the Teacher's Training College in Singapore.

An appointee of the Minister for Education from among the tutorial staff of the University of Nanyang.

Two members of the National Trades Union Congress in Singapore.

By comparison, Hong Kong has much to gain in having an Adult Education Board such as that of Singapore, as it does make a wide

1. Keith Hopkins (ed.), Hong Kong - The Industrial Colony. Oxford University Press. 1971. pp.21.
2. ASPBAE Journal, Vol.VI. Aug. 1971-May 1972. No.1-4. pp.36.
3. ASPBAE Journal, Vol.1. No.4, May 1967. pp.32.

representation from all sections of the community at large. The obvious advantage goes beyond mere representation alone for in reality the Board is empowered to appoint committees and sub-committees to be responsible for the organization, administration and management of its classes and/or courses. In addition, the Board is authorized to issue certificates of proficiency to persons who attend any of the courses organized by the Board and who are successful in tests approved by the Board.¹

In so doing the Board is empowered to supervise and co-ordinate all adult education work in Singapore. Although the question as to what degree Singapore has achieved its goals remains to be assessed; the fact that there is a Board acting as clearing house with statutory power clearly signifies the recognition of the importance of adult education by the Singapore Government.

At the same time, the writer would like to see Board membership being extended to people who are actually running the day-to-day adult programmes such as staff tutor in the universities, adult education officer in the Education Department and organizers in various voluntary organizations. This is to ensure that professionals can at least voice their opinions in the proper channel. In Singapore as well as in Hong Kong, only a few full time senior officers have had formal training in adult education, the overwhelming majority of these took the diploma course in Adult Education at Manchester University. With the establishment of such a Board it may be possible to send more suitable persons abroad to heighten their competence in running its own training programmes locally. As for the part-time lecturers or teachers, most of them though competent in their relevant subject matters, have not undergone any training in adult education. Again

1. Koh Watt Seng, "The Adult Education Board and Literacy Work in Singapore" in ASPRAE Journal, Vol.1 No.4. May 1967. pp.33.

the existence of such a Board may prompt the establishment of some form of part-time training, making full use of manpower available in the community.

Singapore's People's Association is a statutory authority set up in 1960 to provide community services for the people in the form of libraries, primary production extension service to farmers, civic tours, family planning clinics, the renting of community centres, premises and holiday camps for social and educational activities, distribution of alms and public assistance, entertainment of under-privileged children.¹ Obviously it is not necessary for Hong Kong to copy what is being done in Singapore, but one cannot help being impressed by the co-ordinated activities run or supported by the People's Association.

Hong Kong has community centres located mainly in the Resettlement areas with high concentration of population for the low income groups. However, investigation reveals that programmes or activities conducted or organized by the centres fall far short of those run by the People's Association, both in variety and extent of involvement by the people at large. As claimed by the Social Welfare Department of the Hong Kong Government, the programme of a community centre is designed to bring people together to develop interest and skills and the capacity to learn and to live together in harmony and with respect for each other and eventually for the welfare of the immediate community.² The essence of the community centre is to help people to discover and meet some of their own needs. The idea is to use the staff and the resources of the community centres to project an integrating and stimulating element into the life of the community in an effort to develop

1. ASPBAE Journal, Vol.VI. Aug.1971-May 1972. No.1-4. pp.39.

2. For a more developed theme, see an article by N. F. Cragg, Assist. Director of Social Welfare Dept. (Hong Kong) Adult Education Bulletin, May 1965.

that sense of identification and responsibility which is essential if unrelated and unintegrated people are to build up a community in the proper sense of the word.

This is indeed a formidable and ambitious task and basic to its achievement is the education and training that will enable the staff themselves to do their jobs effectively and hopefully will develop the capacity of the people resident in the communities to take action on their own initiatives, using their own resources to work for the betterment of their own lives and that of the community. The work in the community centres in the past decade has suffered much from the lack of trained staff as well as a dearth of financial support to provide the facilities deemed necessary to carry out the proposed programme; although some useful works have been operating in the running of day nurseries to release the working mothers, and the provision of rudimentary recreational facilities such as play grounds and occasionally arrangement of unstructured adult evening classes such as sewing, painting and physical exercises.

It is true that the Social Welfare Department at times runs its own training programme but it is often a short-lived affair owing to limited manpower and resources. As a rule, most of its staff are trained as social workers and some whom may have a very narrow interpretation of their work. The establishment of an Adult Education Board may help to supply the much needed training and expertise for those working closely with adults in the community centres.

At present, all Government departments work independently of each other, including training. It seems logical to look into the possibility of forming a central training unit whereby facilities and expertise of the professionals may be pooled and utilised to the

fullest extent. Such an establishment is likely to help to erase over-emphasis on personal influence of individual department heads who may not realize or appreciate the need and implication of properly trained staff. This is of crucial importance in senior administrative posts as decisions of great consequence are often taken by persons with little or no training, inadvertently overlooking such a need with far-reaching implications!

The voluntary organizations, for obvious reasons, cannot be expected to run their own training programmes without inflicting heavy expenditure and personnel involvement. Since most, if not all, of these organizations are also members of the Council of Social Services, it seems logical for them to look to the Council for guidance and assistance. It is true that one of the claimed objectives of the Council is to develop social research and formulate policies on broad issues. Yet little attention has so far been placed on the problem of staff training. As it is neither financially feasible nor administratively practical to send all the staff abroad for formal training, it is only sensible to offer training locally pooling resources from various agencies. In view of its strategic position, the Council has much to gain by placing greater emphasis on running or assisting training programmes for its members.

As we have seen in the past chapters despite increased adult education activities organized by various agencies in recent years, it is likely that adult education will continue to play a minor role in the development of the overall educational system in Hong Kong. As evidenced by the 1973 Green Paper submitted by the new Board of Education on Proposed Expansion of Secondary Education in Hong Kong, the primary concern is to increase the number of places available in secondary

education while practically nothing is mentioned to project future development of adult education in relation to secondary school curriculum or any post-school activities or training for those who leave school after completing the secondary education.

Undoubtedly the Adult Education Section of the Education Department will continue to play a significant role in providing remedial studies and recreational activities for those who have 'missed out' in their young days. There is obviously a gap between what is being offered by the Education Department and that of the universities. Recent statistics reveal that about one out of seven Six Form students are admitted annually into the two local universities. The majority of the secondary school graduates will enter white collar or semi-skilled work; and yet the fact remains true that they are ill-prepared for the tasks at hand. There is indeed increasing awareness of the inadequacy of the education system in the colony although so far neither the Government nor the educators have come up with any concrete and constructive move to remedy the situation.

Any solution or proposal to mitigate the situation must be dealt with in the light of societal changes taking place in the colony. At the same time it is ironic to point out that despite increased output of university graduates and greater demand for university places, the community, as judged by industry as well as the business sector's response, is not keen to absorb the graduates. By far the largest proportion of intake comes from the Government in the form of civil services. It is a common sight to see university graduates performing the kind of work alien to themselves, bearing little relevance to their education.

As Hong Kong industry becomes more sophisticated and competitive with the neighbouring countries, there is an urgent need to ensure an adequate supply of skilled labour in diversified fields. At the moment there is only one technical institute (although the recent Green Paper has recommended that two more should be added by 1979) training very limited number of technicians. Speaking on a television interview, Mr. H. R. Knight, Senior Training Officer of the Labour Department, remarked that 'Hong Kong at present needs at least 9,800 technicians but only about 4,000 are being trained'. The figures quoted by Knight does not include the technologists, most of them usually employed by large factory occupying more senior posts. It is most unlikely that Hong Kong will be able to train enough skilled technicians or technologists, judging from the pace of progress initiated by the Government for full-time training. It makes sense to expand the evening programmes at the Technical Institute to train as many as possible. Admittedly such a move can only have minimum effects on the overall development; but in view of constant struggles against foreign trade restriction and trade barriers, Hong Kong needs all the help it could master from all resources, particularly in the search for skilled labour if she is to strive on the coming years.

Since the changeover from Hong Kong Technical College to Hong Kong Polytechnic on August 1, 1972, the new institute time and again has emphasised that the development of the Polytechnic from the Technical College has not merely meant an alternation in name and status, but a change in structure.¹ It is true that the full-time programmes have been improved through the increase of staff and a greater variety of courses. However, it appears the evening programme has remained

1. Hong Kong Polytechnic Prospectus 1974-75.

basically unaffected; although officially there is an ambitious plan to expand its evening part-time enrolment to 13,500 for the 1974-75 academic year. In fact, judging from the manner in which courses are being run, the evening programmes are rigidly administered purely for industrial training with little or no reference to the concept of adult education. What is more there is no provision for trained or experienced adult education professionals to take charge of the evening courses which are run exactly as that of day courses only on part-time for a longer period. There is indeed grave doubt as to whether or not the staff concerned do appreciate the implication as well as importance of 'how adult learns' as distinct from the captive audience in day courses for full-time studies!

Throughout the writer's search and investigation, there is little evidence that adult education has been treated as an agent of change although one could possibly argue that by upgrading and training the skill of the adults, various adult education agencies may well be serving as a catalyst in fostering changes of attitude and behaviour on the part of the participants coming from all walks of life. As things stand, adult education is still a marginal activity to the traditional form of education despite rapid increase in both enrolment and activities. In fact, regardless of sponsors, adult education programme is clearly coloured with an utilitarian outlook, concentrating heavily on remedial and vocational training.

One striking feature about the adult education scene in Hong Kong is the lack of leadership or rather professionalism at the top level, despite a wide variety of programmes being offered to the public at large. Of all the adult education organizations, including the two local universities, it would be difficult, if not impossible, to single

out any individual who may be looked upon for leadership or advice. As a matter of fact, the great majority of personnel holding responsible positions in the adult education field look upon themselves as administrators who may or may not have any ideas about adult education. Ideally all these key persons should have received some forms of training either before or after taking up their respective posts. Being part of an institution for higher learning, it seems logical that the two departments of extra-mural studies should assume the responsibility of initiating training as well as research projects. The writer's investigation reveals that the majority of the staff tutors show not only little interest in research but also seem to be ill-equipped for such a task as evidenced by their academic backgrounds and working experiences. Indeed it appears unjustifiable to pay an extra-mural director at professorial rank for co-ordinating routine extra-mural work which can easily be handled by staff tutors or others of similar standing. The writer strongly advocates the expansion of the department of extra-mural studies into something like a department of adult education under two distinct sections namely:

(1) Training and Research (2) Extra-Mural programmes. Such an arrangement would amend the long neglected field of theoretical studies and research while the extra-mural section continues to offer courses to the public, making it possible to assess more accurately the 'felt' as well as 'real' needs of the community to meet the challenge of the changing society.

Since the inception of extra-mural work in Hong Kong in 1956, the two extra-mural departments have at times experimented with exploratory courses eventually handing over the entire operation to an internal university department. In view of increasing demand for university

places and the inability of the local universities to provide adequate vacancies to meet the need, it seems logical the extra-mural departments may look into the possibility of offering part-time degree courses for the eager adults or youngsters who have passed the university entrance examination but are not able to secure a place because of keen competition. In 1969 the Department of Extra-Mural Studies of the Chinese University put up an advertisement in a leading local Chinese newspaper, testing the public's reaction to a part-time degree programme. As expected, the response was overwhelming. Unfortunately, the university senate, for reasons not disclosed to the general public, saw fit to postpone indefinitely such a plan. The writer's investigation reveals two possible reasons for such a move by the university. The obvious one is the financial burden, although the writer is convinced that a part-time degree programme can be self-supporting. It is common knowledge that university facilities, classrooms in particular, are only being utilised sparingly. The second obstacle has a political implication in that the Government dreads the day when there is an excessive flow of university graduates who may eventually turn out to be trouble-makers when unemployed. Apparently all these fears are exaggerated and the delay for part-time degree studies can only add to the already disillusioned and discontented secondary school leavers who flood the labour market each summer! Under the circumstances, the writer is convinced that the two extra-mural studies departments should join forces to endeavour to establish a part-time degree programme; while at the same time, start a dialogue, as it were, with the Government aiming to have their certificates recognized by the official bodies. In so doing, they would have paved the way for the eventual establishment of the much

sought-after degree courses to be studied by adults in the evenings. Admittedly this is not an easy task but it is the one that meets the 'real need' of Hong Kong's fast changing society. It is indeed unrealistic as well as backward looking to ignore the world trend for more education (at least in quantity) by the growing youths and adults alike!

As noted earlier, the fact that most, if not all, adult education agencies work independently with little reference to others make it difficult to co-ordinate and streamline the overall provision. Speaking on the occasion of the Commonwealth Adult Education Seminar held at the University of Manchester in 1972, Horace Mason presented a paper on Fundamental Education and Functional Literacy. Among other things, Mason succinctly pointed out the need for a new network of relationship among various social agencies which hitherto had been functioning independently.¹ Obviously any effective programme aiming to change public behaviour and attitude would surely have to be planned and executed as a joint effort. It is indeed pointless as well as wasteful to have several agencies offering a similar type of adult activities or classes while making no effort to know what others are doing, let alone co-ordination and joint adventure. If the needs in Hong Kong are to be met in a comprehensive manner, a certain type of organization needs to be formed for bringing different groups together.

It was to consider such means that a group of interested persons responsible for adult education programmes in their various organizations came together in mid-1973 and have met regularly since then to

1. Horace Mason, "Fundamental Education and Functional Literacy" in *Convergence*. Vol.VI. No.3 & 4 1973. pp.59.

form a constitution for "The Hong Kong Council for Continuing Education".¹ Subsequently a Preparatory Committee was formed by the key adult education agencies. Incidentally the founding members of this committee coincide with the three main groups described by the writer in his current study. According to the proposed constitution, one of the aims and objectives of the Council is to promote the co-ordination of Continuing Education in Hong Kong. Although it is too early to make even a calculated guess as to how such a claim may be achieved, nevertheless, the fact that there is such a Council in the making does point to the right direction to salvage the long-neglected yet important aspect of adult educational work in Hong Kong.

LOOKING AHEAD

Given Hong Kong's condition with over four million population living in a highly competitive and congested style of life, there is much that can be and should be done through diversified forms in the field of adult education, not only in heightening competence of professional skills and knowledge of the man in the street but also in enhancing richer living experience, in the light of increased leisure. It is time to consolidate the present provisions, perhaps through the proposed Council of Continuing Education, while looking ahead for further expansion to meet the changing needs of the community. The proposed Council or whatever central body eventually formed must be empowered to deal with matters such as certification and accreditation apart from training, research and the like; otherwise it will only be another formalised organization with empty promises and meagre support from the profession in the field. This, in turn, means that official

1. Adult Education Bulletin, Adult Education Section, Education Department-Hong Kong. No.46 June 1974.

blessing or recognition is a 'must' if it is to have any effects on the overall development of adult education in Hong Kong.

Perhaps C. D. Legge was striking an important note when he commented 'It is especially important for the full-time professional adult educators to know the whole picture of adult education, to see their own place in it and to understand the problems of others who are working in different sectors.'¹ In view of what is happening in the adult education circle in Hong Kong today, Legge's words may well be looked upon as one of the guiding principles for all the persons involved in the field.

In order to maximise the resources as well as manpower available it appears imperative to set up a list of priorities. Top of the list is to convince, by whatever means necessary, the Government to declare its policy on adult education in relation to the traditional form of education. In comparison, India is ahead of Hong Kong as pointed out by S. C. Dutta, General Secretary of Indian Adult Education Association, in an article in which he says:

Perhaps the most notable development in the subsequent growth of the movement was the recognition by the Government of the urgency of regarding adult education as a part of the normal provision of education. The need was made vocal for the first time in July 1949 when the Indian Adult Education Association submitted a memorandum emphasizing the demand for full time workers in adult education....²

As noted in previous chapters, the work of adult education invariably drifts from one direction to another unless there is a clear policy expressed by the authority on the role played by adult education in relation to the overall education policy. So far the Government has

1. C. D. Legge, "Training Adult Educators" in International Congress of University Adult Education Journal, No.1, Vol.VI, June 1967, pp.56.
2. S. C. Dutta, "Adult Education in India" in ASPRAE Journal, Vol.VII Feb-May 1973.

been silent on this question although there is a senior officer in charge of the Further Education Section under the Education Department. Regrettably in the light of what has been experienced in the past twenty-five years, it is unlikely that any drastic changes will take place in the near future.

Secondly there is an urgent need to co-ordinate the works organized by various agencies; and this means division of labour or sphere of influence to be assumed by the responsible bodies. Admittedly this is an extremely difficult task in that it involves the inter-relationship between organizations and personnel. Surely it is axiomatic that a university can only engage in activities appropriate to its capabilities. If one organization attempts to involve itself in all levels of education, it is more likely than not for it to end up in failure or disorder.

With regard to financial provision (which is a key area in any policy development) of various adult education agencies, the situation in Hong Kong is a peculiar one. As noted in Chapter Three, although the Government directly foots the bill for the Adult Education Section which is under the overall supervision of the Education Department, so far there is no budget officially assigned for future development. In fact there is no published record of accounts for the Adult Education Section. The general trend may be summed up:- 'The Government pays the full-time staff from the annual budget of the Education Department and fees received from the part-time evening students are to pay the part-time instructors'. The same principle applies to the two departments of extra-mural studies in which the university pays most of the full-time staff while at the same time extra-mural departments are expected to run on a self-supporting basis and this inevitably

means making extra-mural courses available only to those who can afford to pay. (see Chapter Five). Since adult education is only of secondary importance in most voluntary agencies, the writer's investigation appears to indicate that in general courses or activities offered also run on a self-supporting basis, which in turn means a course may be cancelled if there is not sufficient number of participants.

Under similar circumstances in other countries, the protagonists of adult education would feel obliged to plead very hard for their cause. However, there is no evidence that this is being done in Hong Kong. This phenomenon perhaps stems partly from their complacency and partly from the awareness of their powerless position to bargain with the higher authorities and the Government. This analysis so far points to the urgent need for the authorities concerned to earmark a budget (which not only affects policy development but also staff morale) for the development of adult educational activities, otherwise adult education is destined to remain as a marginal activity. Thus as far as financial provision of adult education in Hong Kong is concerned, the general picture appears to read:- 'Adult Education may qualify support when money is available'.

Another important issue is to build up adult education as a profession. Like its counterparts elsewhere in South East Asia, adult educators or rather people who engage in adult works, are often looked upon as an undefined creature or at best a cross between a social worker and a school teacher mainly for remedial activities. As things stand, most people working in the field rely on the hard and uncertain school of experience, as noted by Denzil Russell¹.

1. Denzil Russell, "The Professional Preparation of Adult Educators at the University of Rhodesia in the Context of World Trends", in International Congress of University Adult Education. Journal. No.2 Vol.XIII Apr. 1974.

When one considers developments in the process of adult education and in the disciplines from which it borrows, there are strong grounds to believe that carefully planned training programmes and professional education are likely to improve the quality of the programmes or activities offered at all levels. Indeed, the need for trained personnel in the field of adult education has been underlined at several international conferences, notably the 1970 world conference and the 1972 European regional conference of the International Congress of University Adult Education both of which focussed on training and research in adult education. Speaking on the occasion of the Third International Conference on Adult Education held in 1972, John Lowe of Edinburgh University called on universities to 'regard adult education as an academic discipline and to play a leading role in the professional preparation of adult educators despite reported improvement in the professional training of personnel'.¹ Suffice to say adult education workers in Hong Kong cannot hope to command the respect of others unless they themselves prove to be worthy of such esteem, both in terms of qualification and relevant experience.

Despite the impressive enrolment figures for the overall adult education activities in Hong Kong, one common yet sadly neglected aspect is the apparent lack of emphasis on 'learning to learn' or self-directed learning approach. So far, almost without exception, the accent on learning has been centred on either the acquisition of knowledge or certain skills with little or no reference to the idea of life-long integrated learning. It is true that the Department of Extra-Mural Studies of the Chinese University does at times

1. John Lowe, "Themes of the Tokyo conference" in Studies in Adult Education. April, 1972.

publish articles relating to continuous education. Nevertheless it falls short of putting ideas into practice or experiments. The irony is that although the tutors or lecturers are conducting classes for adults, there is no guarantee that they know the difference between teaching adults and students or a captive audience in the university. In a provocative paper, Alan Thomas argued that the role of member rather than that of student makes a significant difference in the behaviour of a learner.¹ Since most adult education goes on with a number of various organizations for individuals with diversified backgrounds, the result of role difference is a matter of considerable importance to all concerned, particularly between the relationship of the tutor and the learner. In the light of what has been happening in the past, it seems desirable and necessary to embark on training or orientation programme for all the serving adult education teachers (instructors, tutors or lecturers) as well as administrative personnel if adult education is to mean more than mere acquisition of knowledge or skill in a fast changing society where continuous education, in the widest sense, will soon (if not already done so) become a necessity for survival! Perhaps the following statement recommended by the Russell Committee on Adult Education may well serve as an important reminder in dealing with education for adults:

The value of adult education is not solely to be measured by direct increases in earning power or productive capacity or by any other materialistic yardstick, but by the quality of life it inspires in the individual and generates for the community at large. It is an agent changing and improving our society: but for each individual the means of change may differ and each must develop in his own way, at his own level and through his own talents.²

1. Alan Thomas, "Studentship and Membership". Journal of Education. University of Alberta. Summer, 1967.
2. Adult Education: A Plan for Development. Her Majesty's Stationery Office. London. 1973.

Despite increased enrolment in recent years, participants in various adult education activities are noted for their passive attitudes in accepting whatever programme being offered; very rarely would they voice their opinion. The question of felt and real need has to be sought out by the planners and organizers. So far programme planning has been largely a matter of guesswork or simply response to public outcries or complaints in the mass media. There is little, if any, sign of scientific research on the real needs of the adult participants. One peculiar feature of adult education provision is that the agencies concerned usually have more applications for places than they can handle and this invariably discourages any suggestion for in-depth or non-participants! Nevertheless, it should be obvious that complacency can only lead to wastefulness and deterioration in quality, turning adult educational work into a formalised and routine chore instead of purposive exercise for personal growth and enrichment.

Another point merits immediate attention, the question of space utilisation. Apart from the voluntary organizations such as the Y's and Caritas Hong Kong, neither the Adult Education Section nor the two departments of extra-mural studies have made any attempt to use their facilities (often in prime areas of the city as in the case of extra-mural town centres) during week-ends. Programmes conducted by universities in North America have clearly indicated the popularity of such an arrangement for adults! Apparently reluctance to offer week-end activities is largely the result of unwillingness on the part of the administrators who dread the idea of working during weekends. Surely adult education needs a corps of devoted workers if it is to strive in our modern world, particularly when the grown-ups have been 'blessed' with increased leisure hours as well as the threat of being

obsolete in their profession should they elect to stand still in the ever-changing society! It is the opinion of the writer that technically such a problem is not an unsurmountable one as far as working loads is concerned (on a rotation basis) provided the authorities in the field recognize and appreciate not only the amount of money and time thus saved in finding accommodation for their activities but also the possibility of giving added impetus as well as contribution to their work in the field of adult education!

Last but not the least is the apparent dearth of evaluation on programmes offered by the adult education agencies. As noted by Boyle and Jahns¹, in programme evaluation--this is, in assessing the educational objectives attained--the criteria or standards used in the judgmental process are found in the behavioural objectives formulated for the programme. Consequently evaluative measures should be consistent with the level of objectives formulated for the programme. Like its counterparts elsewhere, the practitioners in Hong Kong will only report educational effort (such as time and money spent, material distributed, number of staff employed, etc.), learning experiences provided (number of meetings held), and participation (enrolment) as the basis on which the programme is to be evaluated. These variables are certainly important but this is only one aspect of evaluation. It is essential to distinguish between means and ends if evaluation efforts are to be useful.² Up to date there is no known follow-up report on adult participants with regard to behaviour or attitudinal changes after having experienced organised adult

1. Patrick Boyle and Irvin Jahns, "Program Development and Evaluation" in Handbook of Adult Education. U.S.A. 1970. pp.71.
2. Joseph Mathews, "The Place of Evaluation in Extension" in Evaluation in Extension. Edited by Darcie Byrn. pp.10-12.

educational activities by various agencies throughout the colony. What is commonly referred to as evaluation usually means the summary report of enrolment and numbers of kinds of activity offered. It would seem logical that observable behavioural changes in terms of knowledge, attitude or skill on the part of the learner or participants would be the ideal basis for programme improvement. Admittedly sound evaluation means work. Time and effort are required to adequately plan evaluation procedures early in the programme and to implement such procedures whenever necessary, particularly at the conclusion of the planned activities.

In retrospect, it appears that the majority of adult education practitioners not only fail to evaluate their programmes but they also appear not to see the need for evaluation. Often no ends or objectives have been identified for the programme other than to implement certain techniques or cover some given area of subject matter. In some cases, the stated or claimed objectives may be so vague or broad that it is impossible to assess in operational and meaningful terms.

Indeed the adult education scene in Hong Kong is a unique one in that despite high potential (with 4½ million population living in a highly congested city) and individualised development (such as Education Department, the local universities and voluntary efforts) there is little or no co-ordination among them. Under similar conditions in other countries, most systems are likely to attempt to co-ordinate their efforts; but this is not the case in Hong Kong. The Government, while making either direct or indirect monetary contributions to various adult education agencies, still refuses to consider adult education as an essential education provision for its

people and hence meagre encouragement and support. Despite occasional outcries, adult education is allowed to drift aimlessly. In fact, one looks in vain to find a 'sense of direction' or pattern of development in Hong Kong's adult educational work today. Based on the writer's research, it appears that there are several reasons for such a phenomenon. To begin with the key personnel, almost without exception, in various adult education agencies are administrators as distinct from the role of professional adult educators, and most of them join the field during their mid-careers. Experience seems to indicate that the senior staff do not necessarily appreciate or understand the increasing importance of adult education in to-day's fast changing society. Since adult education is not yet a well established profession, the mid-ranking personnel who are in charge of the daily routine are uncertain about their career prospects and hence an air of uncertainty develops among them. Finally the dearth of research and training coupled with personality conflicts among different organizations invariably results in reinforcing Hong Kong's adult education development as a peculiar one.

Given Hong Kong's condition, as described in previous chapters it appears that Professor Styler was right in commenting after his visits to the colony that the potential for adult education in Hong Kong was enormous. However, in order to further develop from the existing provisions through various agencies, the priorities or problems pointed out by the writer in this study deserves most careful consideration if adult education work in Hong Kong is to grow in quantity as well as in quality to meet the changing needs of individuals and the community at large.

Appendix IBritish Colony in the Making

Before 1841 the island now known as Hong Kong was sparsely inhabited by fishermen, stone-cutters and farmers and was a haven for smugglers and pirates.

In the early part of the sixteenth century foreign intercourse with China resulted from expeditions from the maritime states of Europe--England, Holland, Portugal and Spain. At the end of the century, it was reported that Queen Elizabeth herself addressed a letter to the Emperor of China marking the beginning of official support to share in the trade of the Eastern countries. There was no reply from the Emperor and it was assumed that the letter was probably never delivered.

British trade with China had an ill-fated start. In the early part of the 17th century the East India Company attempted to open up trade with China without success. The British merchants had to face both the hostility and ill-treatment of the Chinese officials and an intense commercial rivalry with the Dutch merchants--the Portuguese from Malacca had already founded the settlement of Macao (40 miles west of Hong Kong). This state of affairs continued until in the 19th century the British Government held itself responsible for the protection of its citizens trading in China. By an act of Parliament, Superintendents of Trade were sent to China to improve the somewhat hostile relations between

the Chinese authorities and the British merchants. E.J. Eitel in his book--Europe in China--subsequently pointed out that one of the resolutions adopted in connection with the Parliamentary legislation was

"that in the event of its proving impracticable to replace the influence of the East India Company's Authorities by any system of national protection directly emanating from the Crown, it will be expedient (though only in the last resort) to withdraw altogether from the control of the Chinese authorities, and to establish the trade in some insular position on the Chinese coast, where it may be safely carried on beyond the reach of acts of oppression and molestation, to which an unresisting submission would be equally prejudicial to the national honour and to the national interests of this country."

Among other things, the British traders indulged in the trade of opium, the import of which was soon declared illegal by the Chinese authorities. Subsequently a substantial amount of opium was seized by Commissioner Lin who was appointed by the Emperor in 1839 to wipe out the opium trade in South China. Fighting took place between some local Chinese and British smugglers resulting in the death of a Chinese. Hostility grew and the situation deteriorated to such an extent that a naval battle was fought at Chuen-pei outside the Bogue.

The Chinese authorities, angered by their inability to check the opium traffic, put increasingly arbitrary restrictions on the East India Company's legitimate activities. In 1834 Lord Napier was the Chief Superintendent to control trade with China. In a despatch to home government, he suggested that a British force should take possession of the island of Hong Kong. ¹

1. A.A.Wood, A Brief History of Hong Kong, Hong Kong, 1940, p.17

Lord Napier's efforts to improve relations with the Chinese authorities for the benefit of British trade resulted in conspicuous failure and he was succeeded by Captain Elliot, R.N. who became the Chief Superintendent and for several years negotiations continued intermittently while the British found it more and more difficult to carry on their business. The ultimate result of this protracted period of undeclared hostilities was the withdrawal of British merchant ships to Hong Kong Bay, a blockade of the Canton River in 1840 and the peaceful occupation of Hong Kong Island in January, 1841.¹

The Island of Hong Kong ("Fragrant Harbour") is a Crown Colony which was ceded to Great Britain in January 1841. The cession was confirmed by the Treaty of Nanking in August 1842. Article III of the Treaty clearly states the purpose for which Hong Kong was to be used.

It being obviously necessary and desirable that British subjects should have some port where they may care and refit their ships when required and keep stores for the purpose, His Majesty the Emperor of China cedes to Her Majesty the Queen of Great Britain etc. the island of Hong Kong to be possessed in perpetuity by Her Britannic Majesty, and heirs and successors and to be governed by such laws and regulations as Her Majesty the Queen of Great Britain etc. shall see fit to direct.²

The Charter itself bears the date of 5th April, 1843. In October 1860 the peninsula and Stonecutter's Island were further ceded to Great Britain under the convention signed in Peking. In 1900, at the time of the Boxer

1. Hong Kong Annual Report, 1946, H.M.S.O., 1948, pp.100

2. Parliamentary Papers, Session 1844, Vol. LI, pp.330

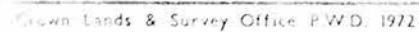
Rebellion, the area known as the New Territories including Mirs Bay and Deep Bay was leased to Great Britain by the Government of China for 99 years. The total area of the colony including the New Territories is about 390 miles.

The Colony of Hong Kong embraces the territories of Hong Kong (32 sq. miles) on which is situated the capital city of Victoria, the southern tip of the mainland peninsula of Kowloon (3.1/4 sq. miles) and Stonecutter's Island (1/4 sq. miles), as well as the New Territories which consists of an area of the hinterland together with numerous islands (355 sq. miles.)¹

Geographically, Hong Kong is situated off the southeastern coast of China between 22.9 and 22.17 N. latitude and 114.5 and 114.18 E. longitude at the eastern foot of the delta of the Pearl River. Some forty miles west of the Colony lies the Portuguese colony of Macao and the capital of Kwongtung Province, Canton, is some ninety miles north-west of Hong Kong. Close relationship, both in commerce and private life, was maintained by citizens of these neighbouring cities.

The first census taken in Hong Kong in 1841 showed that the total population was 7,450, mainly fishermen, stone-cutters, farmers and pirates.²

1. Colonial Annual Report, Hong Kong. 1946 H.M.S.O., 1948 pp.96.
2. Triennial Survey, 1967-70, Education Department, Hong Kong, pp.1.



Appendix II

A typical programme of an annual Adult Education Conference organized by the Adult Education Section of the Hong Kong Education Department.

Programme of

ADULT EDUCATION CONFERENCE - 1974

at Queen Elizabeth School, Kowloon.

Saturday 20 July

Opening Address	Hon. J. Canning, J.P. Director of Education	10.00am
Plenary Sessions:		
New Directions in Adult Education	Mr. T.C. Lai, J.P. Chinese University of Hong Kong	11.30am
Psychology of Adult Education and Theory & Practice of Adult Education	Mrs. R. Ho Mrs. N. Li	2.00pm
Special Topics:		3.15pm
The Teaching of Chinese Language in Primary and Secondary Schools	Mr. So Fai-cho	
Metrickation in Schools	Mr. Wong Woon-cheong	
Learning for Practical Use	Mrs. Wang Tam Man-so	
Do-It-Yourself	Mr. Tsang Kan-wing	
Difficulties in Running Adult Courses	Mr. Wong Lau	
Teaching English Verb Patterns	Mr. William Cheng	
Written Work for Lower Secondary Classes	Mr. Eugene Chen	
Centre Programme Planning	Mr. Chan Chuen-ah	
Closing Remarks	Mr. W. Fisher-Short Asst. Director of Education (Further Education)	4.35pm

Appendix IIISummary of Extra-Mural Work in Hong Kong

University Department	Year Founded	Director	Medium of Instruction	Number of Staff Tutors
Dept.of Extra-Mural Studies, University of Hong Kong.	1956	G.H.Moore 1956-1960 I.Hughes 1960-1967 R.Williams 1967-present	mainly in English partly in Chinese	12 (Full-time)
Dept of Extra-Mural Studies, The Chinese University of Hong Kong	1965	T.C. Cheng 1965-1971 T.C.Lai 1971-present	mainly in Chinese partly in English	7 (Full-time)

Enrolment and Number of Courses

Year	<u>No of Courses</u>		<u>Enrolment</u>	
	<u>HKU</u>	<u>CUHK</u>	<u>HKU</u>	<u>CUHK</u>
56-57	12	-	330	-
57-58	24	-	880	-
58-59	44	-	1,122	-
59-60	41	-	1,114	-
60-61	60	-	2,290	-
61-62	95	-	3,021	-
62-63	183	-	4,130	-
63-64	193	-	5,221	-
64-65	281	-	6,341	-
65-66	205	139	5,375	4,717
66-67	218	262	5,347	7,764
67-68	211	278	4,727	7,210
68-69	181	387	4,337	9,760
69-70	180	422	4,223	9,954
70-71	216	477	5,548	12,478
71-72	217	474	5,808	13,422
72-73	211	517	5,630	15,609
73-74	210	554	6,268	18,778

Appendix IV

Progression from an Extra-Mural law degree course
to an internal degree course-University of Hong Kong

The earliest signs of interest in establishing some form of university provision for training lawyers were the remarks by Sir Lindsay Ride, then Vice-Chancellor of the University of Hong Kong, on the occasion of the University's Golden Jubilee. Sir Lindsay expressed the belief that the University would eventually need to establish a Law School "not so much because our present system of training barristers and solicitors is becoming less satisfactory, but because in this Colony, where two great civilizations meet, each with a long established legal tradition of its own, law should be taught in a school where knowledge of both traditions exists, and where they may be studied in close association with other discipline."¹

At the time Sir Lindsay was concerned with the academic justification for what was regarded as a desirable academic development. In the following year, the then President of The Law Society of Hong Kong, Mr. P.A.L. Vine, outlined the expectations the profession in Hong Kong had of the role the University might play in the education of intending practitioners.² In his Presidential address to The Law Society of Hong Kong in

1. Sir Lindsay Ride's address to Congregation on September 18th, 1961.

2. Legal Education in Hong Kong. Hong Kong University Press, 1974.
p. 3.

1962, Mr. Vine remarked that "perhaps one day the University of Hong Kong will have a Faculty of Law and, now that a recognized first degree in Law gives exemption from the First Part of our Qualifying Examinations, I hope that the Senate and Council of the University and the Honourable Financial Secretary, will take note that the absence of a degree course in Law places local University students at a disadvantage by comparison with their counterparts in England."

Mr. Vine was concerned not with the academic desirability of including Law as a university course but rather with the function a university law degree had in allowing exemptions from professional examinations. In so doing Mr. Vine accepted the established view of legal education which kept apart the 'academic' in the University and the 'professional' represented by the profession's own examinations.

Fortunately Mr. Vine's remarks were quickly taken up by interested Government officials and the need for swift action was appreciated. In fact the demand for lawyers trained for practice in Hong Kong, both in private and in Government practice, was increasing sharply in response to the improving economic conditions. The existing methods of qualification were unsatisfactory, based as they were on a process which

was at best expensive (because it might involve spending time in England and at worst inefficient (because there might be no way of ensuring that a new practitioner had in fact received appropriate training for practice in Hong Kong). Hence the attempt to provide tuition through the University of Hong Kong. The University was approached and agreed to assist by providing through the Department of Extra-Mural Studies, a systematic course of tuition leading to the External Degree of Bachelor of Laws of the University of London.¹

Subsequent investigation reveals that at least three reasons might account for the fact that Department of Extra-Mural Studies was chosen for such a project. To begin with, the authorities concerned realized that the Extra-Mural Department could easily absorb the additional administrative burden, hence lessening the cost for such an undertaking. Secondly, Ieuan Hughes, the Director of the Department, was quick to response to such an idea. Finally, the whole project was experimental and it was thought the Extra-Mural Department would be an ideal venue to undertake the proposed programme of studies. Since 1962 the Department had been offering some law courses catering for articled clerks and others preparing for professional examinations.²

1. Legal Education in Hong Kong. Hong Kong University Press, 1974. p.4.

2. Report of the Department of Extra-Mural Studies for 1962-63. University of Hong Kong. p. 12.

The LL.B. (University of London) Scheme began in 1964 with the offer of the following courses followed subsequently by others:¹

General Principles of English
Commercial Law
Law of Contract
Real Property
Torts
Constitutional Law
English Legal System
Criminal Law
Company Law and Partnership
Contract
Legal System

Ieuan Hughes played an important role in the establishment of the external degree through his initiatives and quick response. The University also needed assistance both in teaching and in academic advice for the programme and to this end, the University secured the valuable advice of three well-known and respected academic lawyers, Professor Zelman Cowen,² Mr. A.G. Guest³ and Dr. C.I. Pannam.⁴

As the LL.B. (London) Scheme entered its second year, a full-time lecturer was appointed on secondment from the University of London. Mr. D.M.E. Evans, (now Professor) Lecturer in Law,

1. University of Hong Kong Vice-Chancellor's Report for the Year 1964-65. p.23.
2. Then Dean of the University of Melbourne Faculty of Law and now Vice-Chancellor of the University of Queensland.
3. Then Fellow of University College, Oxford, and now Professor of English Law at King's College (University of London).
4. Then Senior Lecturer in Law in the University of Melbourne.

arrived in January (1966) and this greatly strengthened the law teaching staff. To meet the shortage of full-time law staff, Professor Zelman Cowen, came to Hong Kong for three weeks in February (1966) and delivered a series of lectures on constitutional law. He also arranged for a member of his staff, Miss Mary Hiscock, Senior Lecturer in Law, to come for three months during her long vacation from December 1965 to March 1966 to assist in the lecturing and tutorial programme.¹

The external LL.B. Course was never intended to be anything more than an 'experiment' and was brought to an end when the Department of Law opened its doors in 1969. In relation to professional qualification it was not intended that the course should do more than provide successful students with the exemptions which a London degree carried with it.² Obviously a long-term solution had to be found. In 1966, the Chief Justice, Sir Michael Hogan, appointed a Working Party to consider and make recommendations for the provision of education for the practice of law in Hong Kong.³ Subsequently the University followed the Report of the Working Party and proceeded towards the establishment of a Department of Law (1969).

1. Report of the Department of Extra-Mural Studies for the year 1965-66. University of Hong Kong. p. 2.
2. A total of 15 students are known to have obtained the degree under this scheme. See also Legal Education in Hong Kong. Hong Kong University Press 1974. p. 4.
3. Legal Education in Hong Kong. Hong Kong University Press. 1974. p. 5.

The Extra-Mural Course was therefore successful in proving the need for a law degree course and in demonstrating the ability of the University to undertake such a course.

At present the Law Department initially provides a three-year full-time course, leading to an honours degree in Law. Both the solicitor and barrister students, after obtaining their degrees, are obliged to attend part-time or evening courses in those legal subjects which are required for professional qualification but have not been covered in the law degree. These additional lectures are organized by the University Extra-Mural Department and some of them are given by practising lawyers.

Thus one may summarise the involvement or connection of the Department of Extra-Mural Studies with the eventual establishment of the Law Department in the University of Hong Kong (1969) in the following sequence of events:¹

1. Offer of isolated law courses (prior to 1964)
2. Extra-Mural Experiment -- LL.B. University of London external degree. (1964-1969)
3. Offer of post-graduate courses or lectures for intending solicitors and barristers who wish to sit for professional examinations after obtaining their law degrees, (current)

1. The writer received assistance and valuable information from the Secretary of the Law Department and staff of the Department of Extra-Mural Studies.

A Note on Sources and Literature

It was apparent in the preliminary investigation that sources of information and literature relevant to the development of adult education in Hong Kong would be difficult to obtain for a number of reasons. To begin with, the Pacific Wars inflicted almost a total loss on whatever records and files exist prior to WWII. Secondly most of the major adult education agencies only came into existence in the 1950's and judging from past records, these organizations show little interest in statistics or research. In addition, the format of their reports often changes drastically from detailed report to an outline form with a handful of footnotes. Finally, the writer's contacts and interviews with other professionals confirm the fact that most adult education workers are still arguing among themselves on the concept as well as function of adult education, leading to lack of focus and fragmentation in the field.

The bulk of information concerning the years prior to WWII was extracted from records and files of the National Library at Edinburgh and from the Public Record Office in London. Accordingly letters for information as well as clarification were sent to persons who at one time or another took up responsible positions in the field of adult education in Hong Kong.

The materials pertaining to postwar development are largely secured through studying the closed and working files of various adult education organizations. In order to clarify possible misunderstanding and to give proper interpretation of data, informal talks are often held with staff members who are in a position to cross-examine the facts presented. Throughout the research the

writer is struck by the fact that apparently none of the organization is keen to know what others are doing even though their common interest is to offer some forms of education or activities to adults. Surely if adult education is to claim its proper place among other forms of education, there is an obvious need for greater co-ordination and closer contact among the professionals and workers alike with a view to maximise not only manpower but also resources as well.

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A List of Persons Involved in the Development of Adult Education in Hong Kong since World War Two.

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- S. K. Cheung, former Director of Adult Education Section, Education Department, Hong Kong.
- H. Eng, Director of YMCA Institute.
- I. Hughes, former Director of Extra-Mural Studies, University of Hong Kong.
- S. W. Ko, General Secretary, YMCA.
- T. C. Lai, current Director of Extra-Mural Studies, The Chinese University of Hong Kong.
- A. A. Liveright, former Director of the Centre for the Study of Liberal Education for Adults. University of Boston.
- T. Shak, Co-ordinator, Caritas Adult Education Section, Hong Kong Caritas.
- W. E. Styler, former professor of Adult Education, University of Hull.
- R. A. Williams, current Director of Extra-Mural Studies, University of Hong Kong.